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ABSTRACT

This book and its accompanying video highlights three interpersonal approaches to instructional improvement, observation skills, and the complete reflective clinical supervision process. Based on the principles of reflective practice, the kit is a professional development tool for educational leaders and staff members. Chapter 1, "Cycles of Professional Development," provides the framework for the staff development process recommended in the manual and outlines the different cycles that can be offered. Chapter 2, "Materials That Support the Professional Development Cycles," expands on the materials presented in the various cycles. If offers some background on listening and communication skills, feedback approaches, and the clinical supervision cycle, and it includes examples of all of the observation tools that participants use in the workshops. Chapter 3, "Alternative Approaches to Supervision and Next Steps," introduces six alternative approaches to classroom supervision (cognitive coaching, mentoring, peer coaching, portfolios for differentiated supervision, peer assessment, and action research) and helps participants formulate their ideas and beliefs about supervision and think about next steps. Four resources include: workshop overheads, observation practice sheets, a feedback form, and crib cards. (Contains 102 references.) (SM)

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Supervision in Practice

3 Steps to Improving Teaching and Learning

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Supervision in Practice

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3 Steps to Improving Teaching and Learning

Jeffrey Glanz / Susan Sullivan

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Introduction

> . . . Supervision, as a dynamic process that facilitates dialogue to promote instructional improvement, is central to the renewal of classroom teaching and learning in the new century.
>
> *(Sullivan & Glanz, 2000, p. x)*

BRIEF DESCRIPTION

Supervision That Improves Teaching: Strategies and Techniques, and *Supervision in Practice: 3 Steps to Improving Teaching and Learning—The Book & Video* is a complete, 3-component package consisting of a textbook, manual, and video. It is intended as a practical guide for both educational leaders (i.e., supervisors, lead teachers, staff developers) *and* their staffs to promote shared dialogue and reflection on teaching and learning. The ultimate goal of the package is to provide the tools that will enable whole school staffs to embark on an ongoing process of collaborative classroom instructional improvement.

We believe that supervision, as a dynamic process that facilitates this dialogue and reflection to promote instructional improvement, is central to the renewal of classroom teaching and learning in the new century. Rather than merely describing and explaining varied models of supervision, this book and video present the reader with research-based and empirically tested strategies and techniques. We maintain that this manual can fulfill two levels of professional development: (a) as a tool for supervisors and staff developers and (b) as a turnkey guide for teachers; that is, for teachers

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to share their expertise with other teachers. The strategies and techniques that supervisors and lead teachers learn and apply in their work with staff members are the beginning of the process of transmitting skills, or *turnkeying*. Leaders participate in a first cycle of workshops that they then model through implementation. They conduct a second round of workshops for their teachers. Instructional improvement through dialogue and reflection then blankets the school. Therefore, the facilitator suggestions included in the manual are designed for facilitators *and* participants.

This introduction places supervision within the context of an overall approach to professional development. The remainder of the text highlights the three steps or strategies that we believe are vital for instructional improvement: interpersonal approaches, observation skills, and reflective clinical supervision. The last part of the manual introduces alternative approaches to supervision and guides the participants in the development of personal supervisory platforms and *next steps* for their personal and professional environments.

The text is closely matched to the accompanying video that highlights three interpersonal approaches to instructional improvement and includes actual classroom teaching segments to practice observations as well as a complete reflective clinical supervision cycle. Workshop formats for professional development, with supporting reading materials, appropriate handouts and overheads, a PowerPoint presentation on our web site, and "crib sheets," make up the "heart" of *Supervision in Practice.*

UNIQUENESS

Supervision in Practice differs dramatically from other works on the subject. First, the learning framework of the manual is unique. Based on principles of constructivism and reflective practice, the belief that learning is an active process, requiring student engagement and reflection on that engagement, is incorporated into the structure (Osterman, 2000). Second, no supervision book that we know of addresses interpersonal approaches, observation skills, and the clinical cycle as intensely as *Supervision in Practice,* nor is there one accompanied by a video that guides the reader in the actual practice of techniques and strategies for instructional improvement. Major portions of this text are meant as a user-friendly manual to be used by the trainer and trainee for professional development activities. The varied workshop cycles, accompanied by the material covered in Chapters 1, 2, and 3, along with the supplementary materials in the Resources will pro-

vide the reader with ample information to learn and practice the supervision techniques and strategies we advocate.

Unlike most manuals that are primarily facilitators' guides, this text is for facilitators and participants. Because we anticipate and recommend that workshop participants use this book and then serve as turnkey facilitators themselves with their colleagues, we suggest that workshop facilitators provide copies of the manual for participants.

The video really makes this project unique. It is divided into three parts: (a) The first section focuses on role plays of three approaches to providing feedback in a school context. It also introduces the reflective practice process that helps develop these interpersonal skills through reflective feedback; (b) two real classroom lessons compose the second part of the video. They provide the opportunity to practice different observation techniques in a safe environment; and (c) the third section presents a complete clinical supervision cycle that includes a planning conference, a third classroom situation, and a postconference. Although you can use segments of the video in isolation of the text, we highly recommend its use in conjunction with the manual. Finally, for those readers interested in a text that presents the latest history and research on this subject, we refer you to the first volume of the package, *Supervision That Improves Teaching: Strategies and Techniques.*

AUDIENCE

Supervision in Practice is designed for the following groups of practitioners:

- Staff developers who conduct workshops on any aspect of instructional improvement
- Practicing administrators and supervisors such as principals, vice principals, department chairs, curriculum directors, and supervisors of instruction
- Teacher mentors working with neophyte teachers
- Teaching staffs involved in alternative approaches to supervision (e.g., peer and cognitive coaching)
- Graduate students, usually teachers, enrolled in courses in supervision leading to a master's degree and/or state certification as an administrator/supervisor
- Professors of education who teach courses in instructional supervision

RATIONALE

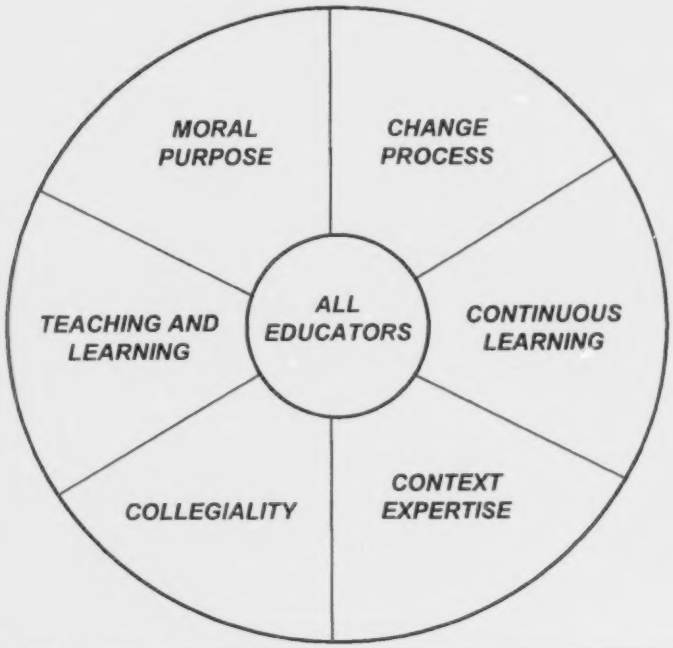
> Quality learning for all students depends
> on quality learning for all educators.
> ***Fullan (1995, p. 5)***

We believe that quality learning for all students depends on quality learning for all educators. If educators are to make a difference in the academic and social lives of students, the educators themselves must be exposed to and participate in quality learning not only in their own preparation programs but on the job as well. If schools are to make a difference in our postindustrial society, the building of a community of staff and student learners must be a primary goal for schools. Excellence and quality in education are no longer utopian ideals but are urgently needed to adequately prepare and equip learners for a postindustrial society "characterized by exponential information growth, fast-paced innovation, organizational change, and participatory democracy" (Ambrose & Cohen, 1997, p. 20).

According to Fullan (1995), quality learning depends on the "development of the six interrelated domains of teaching and learning, collegiality, context expertise, continuous learning, change process, and moral purpose" (pp. 5-6). As Figure I.1 illustrates, all educators need to do the following:

- Understand that teaching is complex and textual (Hare, 1993), that teachers are facilitators of learning (Joyce & Weil, 1996), and that learning occurs when learners construct meaning on their own (Cochran, DeRuiter, & King, 1993)
- Value collegial relationships and participate as active members in a democratic learning community (Glickman, 1993; Goodlad, 1997; Guarasci, Cornwell, & Associates, 1997; Sergiovanni, 1997b)
- Demonstrate a commitment to specific knowledge, understanding, and skills needed for relating to and taking account of parents, communities, businesses, and social agencies (Fullan, 1995) and, as such, appreciate and consider all aspects of cultural diversity among students and community (Nieto, 1996)
- Develop intellectual and emotional habits of critical reflection (reflective analysis) and action about their professional work (LaBoskey, 1994), realizing that the mark of a professional is exhibited in a sustained effort of self-improvement (Goodlad, 1994)
- Tolerate ambiguity, remain flexible, and be willing to take risks (Ambrose & Cohen, 1997), realizing that in a complex, ever-changing

Figure I.1. Educator Development Domains



world, they must not only cope with unpredictable events and trends but must become agents of change in their own right (Gunter, 1995)

- Believe that they make a difference in the lives of all students academically (Ayers, 1993; de Mesquita & Drake, 1994), and that they are driven by a moral purpose that affirms human dignity and a sense of caring for all people (Noddings, 1984, 1986, 1992)

TEACHING AND LEARNING

Currently, the knowledge base for teachers is more varied and complex than ever before (Murray, 1995). Teachers must draw on multiple teaching strategies to meet a wide range of individual needs (Borich, 1996). They must understand how diverse, multiethnic students learn (Cochran-Smith, 1997) and must be skilled in technological applications. They must also possess knowledge of assessment and monitoring techniques to better frame instruction and curriculum (Gaff, Ratcliff, & Associates, 1996).

Teachers need to be prepared for learner-centered schools in which classrooms are humane, interactive, and intellectually rigorous places (Miller, 1997). Teachers are concerned with preparing students who themselves are knowledgeable, have requisite academic and social skills, and appreciate the value of lifelong learning (Cummings & McGinn, 1997). The pursuit of these more challenging approaches to teaching and learning requires changes in curricula, school organization (Elmore, Peterson, & McCarthy, 1996), and teacher preparation and professional development (Bell & Buccino, 1997; Darling-Hammond, 1997).

COLLEGIALITY

The old industrial economy was based on an obedient workforce that was predisposed to following orders from above (Drucker, 1993). Creative decision making was reserved for a small group of elite managers and perhaps elected representatives. "The last thing anyone wanted on a precision-controlled, standardized assembly line was employee innovation" (Ambrose & Cohen, 1997, p. 20). More recently, fundamental socioeconomic and political changes have increased pressures for decision-making empowerment. Teachers and other advanced educational leaders are expected to assume more responsibility and to participate fully in shared decision making.

As schools move away from traditional forms of school organization (Schlechty, 1997; Selznick, 1957; Sergiovanni, 1994), increased demands for reconceptualizing curriculum and instruction are taking place. Educators now must work closely with colleagues on instructional, curricular, and administrative matters. In postindustrial organizations, and in participatory democracies, educators need to be capable of collegial problem solving in the face of complex issues (Ambrose & Cohen, 1997). Collegiality may take the form of more opportunities for team teaching and both informal and formal associations with members of the school and with stakeholders in the community (Senge, 1991).

CONTEXT EXPERTISE

Bullough and Baughman (1995) maintain that effective educators must demonstrate efficacy in multiple contexts (urban, suburban, multicultural, and global) and positive interactions in multiple communities (families,

communities, and agencies). Fullan (1995) states that "teacher leadership and development also means becoming experts in context" (p. 7). This means, according to Fullan, developing expertise in "specific knowledge, understanding, and skills, needed for relating to and taking into account parents, communities, businesses, and social agencies" (p. 7). Becoming experts in context includes "specific strategies for connecting parents to learning, for learning to teach for cultural diversity, and for partnering with other educative agencies and institutions" (p. 7). Banks (1995) concurs that teachers must maintain sensitivity and expertise in multicultural, multiracial, and multilingual contexts.

CONTINUOUS LEARNING

A vital link exists between educator continuous learning and student learning. In other words, continuous growth and development of an educator sustain academic and social growth of students. All learners have to be actively involved in the construction of their own knowledge. Reflective practice is a prime vehicle for educator continuous learning (Griffin, 1997; McIntyre & O'Hair, 1996; Zeichner & Liston, 1996). Reflective practice, an approach to professional development first developed by Donald Schon (1983, 1987), is a professional development model that enables practitioners to develop their craft through the integration of experience with reflection and of theory with practice. It is consistent with constructivism because it involves examining and reflecting on our actions as they take place (Lambert, Kent, Richert, Collay, & Dietz, 1997; Osterman & Kottkamp, 1993).

Teachers and other educators realize the importance of reflective practice (LaBoskey, 1994) in refining their unique knowledge, skills, and dispositions. Educators are aware of the importance of continuous learning not only to stay abreast of the latest developments in the field of education but also to continually seek self-improvement (Covey, 1991).

CHANGE PROCESS

Seymour Sarason (1993) says that "teaching is not and should not be for those unwilling or unable to be active agents of educational-institutional change. From the standpoint of the large society, there is too much at stake to allow teachers to be passive participants in the dynamics and processes of change" (p. 19). We believe that teachers need knowledge and skills for

understanding and adapting to the dynamics of change (Sergiovanni, 1997a).

More specifically, educators must know how to initiate change and how to manage change as it naturally occurs within and without the school organization. They must realize that the process of change, which is chaotic and unpredictable, is a natural state of affairs (Lewin, 1993).

MORAL PURPOSE

Society, for many, is in a state of moral crisis. Maintaining high ideals and commitment is an important professional responsibility of educators (Strike, 1996). If educators are to develop a strong sense of ethics (Starratt, 1994), they must be able to "appreciate the moral-ethical implications of multiple perspectives on complex issues, and to creatively synthesize these perspectives into viable solutions" (Ambrose & Cohen, 1997, p. 21).

More specifically, teachers should strive to make a difference in the lives of their students. Teachers who do so possess a high sense of self-efficacy (Hoy & Miskel, 1996). Bandura (1986), who first introduced the concept of self-efficacy, explained that successful direct experiences as well as vicarious experiences go a long way to increasing self-efficacy (Sullivan, 1999). Reflection and feedback in a safe environment of simulations, role plays of skills being learned, and strong field experiences (Slick, 1995), are ways we encourage a sense of self-efficacy.

COMPARING OLD AND NEW PARADIGMS

Table I.1 summarizes the six domains and compares current thinking with old belief paradigms.

SUPERVISION IN PRACTICE

Supervision is a school-based or school-college-based activity, practice, or process that engages teachers in meaningful, nonjudgmental, and ongoing instructional dialogue and reflection for the purpose of improving teaching and learning. As such, supervision is central to the renewal of classroom teaching and learning.

TABLE I.1 Comparison of Old and New Paradigms of the Six Domains

Domains	*Old Paradigm*	*New Paradigm*
Teaching and Learning	• Teaching is simple	• Teaching is complex (Cooper, 1994)
	• Educators are experts	• Educators are facilitators (Goodlad, 1990)
	• Knowledge is transferred to students	• Knowledge is constructed by learners from experience (Brooks & Brooks, 1993)
Collegiality	• Impersonal/bureaucratic relationships	• Personal relationships fostered within a learning community (Goodlad & McMannon, 1997)
Context Expertise	• Educators work (teachers teach) in isolation of others	• Educators (teachers) create multiple connections in which diversity is appreciated and fostered (Irvine, 1997)
Continuous Learning	• Focus on the improvement of learner	• Focus on the growth of the educator as well (Byrd & McIntyre, 1997)
Change Process	• Fixed, predictable, and unambiguous	• Complex, unpredictable, and ambiguous (chaos theory) (Fullan, 1991, 1993; Hargreaves, 1992)
Moral Purpose	• Individual feels disempowered. Individual is subservient to organization	• Self-efficacy affirmed/individuality valued (Denham & Michael, 1981)

We maintain in *Supervision in Practice* that our supervision model is based on the framework advocated by Fullan (1995), as described above, and is in consonance with the "new paradigm" for professional development in the new millennium. The assumptions in the next section clearly reflect this new paradigm.

ASSUMPTIONS

Supervision in Practice reflects a new educational paradigm based on the following assumptions:

- It supports the belief that quality learning for students depends on quality learning for educators.
- Supervision maintains that learning is complex and differentiated.
- Supervision provides opportunities for reflection and self-improvement through a reflective practice process.
- Supervision encourages educators to participate as collegial partners to enhance school/classroom improvement.
- Supervision appreciates and celebrates diversity and cultural understanding among all people in a free, democratic society.
- Supervision, as an ongoing process, must be initiated in high-quality preparation programs and continued on site.
- Supervision encourages educational leaders who are willing and able to be agents of change.
- Supervision is grounded in the belief that educators have a moral responsibility to make a difference in the lives of their students, promoting achievement of all students.

Supervision in Practice is premised on these fundamental assumptions. Moreover, based on our belief that supervision is *central* to improving teaching and learning, two additional assumptions undergird the remainder of this volume.

- Teaching and learning, at the classroom level, are fostered primarily through supervision that includes interpersonal approaches, observation skills, and reflective clinical supervision (all objectives of this volume).
- Supervision that follows this three-step approach has a powerful impact on teaching and learning.

ORGANIZATION AND CONTENT

This introduction sets the tone for the remainder of *Supervision in Practice* by discussing the interrelationships between curriculum, instruction, teaching, learning, administration, and supervision. We assert that supervision forms the foundation or bedrock on which all other educational processes are supported. Although supervision is vital to instructional improvement, we are certainly aware of the complex factors that influence teaching and learning. Our essential message in *Supervision in Practice*, however, is that meaningful supervision at the classroom level is necessary for teachers to improve classroom instruction and student learning. It allows active in-

volvement in and reflection on the teacher's actual teaching—the primary way that constructivist learning takes place.

Chapter 1 provides the framework for the staff development process recommended in the manual and outlines the different cycles that can be offered. In this chapter, we outline the process for developing the supervisory skills that foster the growth of a learning community that constantly reflects on classroom practice. We begin with suggestions and a checklist for all facilitators of the process. We then provide an overview of four professional development cycles, ranging from an introductory workshop to a 10-week series. Each suggested format is linked to segments of the videotape.

Chapter 2 presents an expansion of the materials presented in the various cycles. It offers some background on the listening and communication skills, the feedback approaches, and the clinical supervision cycle. It also provides examples of all the observation tools that the participants use in the workshops and includes a framework and introduction to their use and questions to facilitate each tool's implementation.

Chapter 3 introduces alternative approaches to classroom supervision and helps the reader and participants formulate their ideas and beliefs about supervision and think about their next steps.

The appendixes contain the overheads, practice observation sheets, crib cards, and feedback forms that facilitate the presentation of the workshops and the use of the skills. A corresponding PowerPoint presentation is on our web site (www.Kean.edu/~jglanz/).

In sum, this book presents the supervisory strategies and techniques necessary for future educational leaders, no matter what their titles are, so that they can promote teaching and learning and foster the building of a community of learners.

CHAPTER 1

Cycles of Professional Development

The audience for this book is quite varied: Classroom teachers, staff developers, administrators at school sites, and college faculty will find *Supervision in Practice* useful. We have created a series of professional development cycles that provides an initial framework from which each reader or group of readers can construct individualized cycles. We have developed, tested, and evaluated the effectiveness of all of the cycles presented—in schools and at the college level—and believe that they are valuable and appropriate for all professionals who seek to work together to improve classroom teaching.

In this chapter, we outline the process for developing the supervisory skills that foster the growth of a learning community that constantly reflects on classroom practice. We begin with suggestions and a checklist for all facilitators of the process. Then we provide an overview of four professional development cycles, ranging from an introductory workshop to a whole semester series. Table 1.1 lists the time needed for preparation and for each development cycle workshop. Detailed time breakdowns and facilitator instructions follow. Each suggested format is linked to segments of the videotape. Because each video segment is used in its entirety within the cycle, we refer to the segment number and its accompanying text in the overview. The facilitator or instructor plugs in the appropriate segment and text as she or he develops a personal cycle. We also indicate when each overhead is needed. Whatever option you choose, you can adjust the video

TABLE 1.1 Professional Development Cycles

1. Facilitator suggestions and checklist	6-8 hours (preparation)
2. Introductory workshop	2-2½ hours
3. All-day workshop	4-5 hours
4. Five-session cycle	7½-9½ hours
5. Ten-session cycle	10-11 hours

segments and the role plays to fit within your time constraints and to meet your staff needs.

FACILITATOR SUGGESTIONS AND CHECKLIST

The ultimate goal of this book is to prepare whole staffs to work together to improve classroom teaching. The facilitator for a workshop may range from teacher to administrator to school or district staff development personnel to college professor. Although some of these guidelines may seem self-evident and even simplistic for the experienced facilitator, they are extremely important for novice facilitators and always helpful as a checklist for more experienced presenters. Suggestions and a checklist also free facilitators to concentrate on the content of the presentation. Feel free to adapt these guidelines to meet your expectations and goals.

Facilitator's Personal Preparation of Materials

- Read the manual: *Supervision in Practice: 3 Steps to Improving Teaching and Learning*
- View the videotape: *Supervision in Practice*
- Coordinate with the textbook: *Supervision That Improves Teaching: Strategies and Techniques*

To choose the materials for a single workshop, a professional development cycle, or a college class, it is essential to become familiar with the primary resources. An initial reading of the manual is recommended before viewing the videotape. We suggest that you follow the reading with a first viewing of the videotape to become familiar with the different segments. The manual indicates the corresponding chapters and pages in the text-

book. At this point, you can begin to choose the video segments that will accompany your presentation. Because of the length of the segments and the intense hands-on development of the participants, it is crucial to time very carefully the video segments and follow-up practice.

Preparation of Materials for Presentation

- *Book or Manual*—The optimum setup includes the purchase of the manual or textbook for each participant. **No other materials are needed if each participant has a copy of the manual or textbook.**
- *Overheads*—Prepare transparencies from the "Overheads" (see Resource A).
- *Personally Prepared Materials*
  - — Distribute a flyer to participants well in advance, specifying clearly the month, day, time, and location of the program. Make sure that you send copies, where appropriate, to key district, school, parent, and community leaders.
  - — Prepare an agenda that includes times for breaks.
  - — Order refreshments.

Preparation of Activities

- *Room*—Reserve a room that permits participants to form a circle or meet around a table for discussions and sharing. The room must be large enough for groups of threes and fours to work together comfortably without drowning out neighboring groups.
- *Equipment arrangements*
  - — Arrange for a working VCR and monitor.
  - — Verify that machines and electrical outlets are in working order.
  - — Check number and location of electrical outlets.
  - — Arrange for a screen and either an overhead projector, or computer for a PowerPoint presentation.
  - — Bring a flip chart and appropriate markers.

PROFESSIONAL DEVELOPMENT CYCLES

In the best of all worlds, we would recommend that the development of the supervisory skills take place in a 10-session professional development cycle. Given the reality of district and school constraints, we have included a variety of options:

- An introductory workshop that provides an overview of the process and a sampling of the skills, strategies, and techniques that we offer. Its purpose is to whet the appetites of the participants so that they will request that their districts or schools be offered a full professional development cycle.
- An all-day workshop intended to prepare participants sufficiently to allow them to strengthen their skills or eventually turnkey at their sites. It offers a presentation of all the skills and sufficient role playing of each one so that participants can continue their own development on-site with the purchase of the video and the manual.
- A 5-session cycle that provides some practice in *all* the skills contained in the manual and on the videotape. Participants can shore up their skills at their individual sites with the aid of the videotape and further role playing with colleagues. Some may feel ready to begin practicing with volunteer colleagues.
- A 10-session cycle that prepares the participants thoroughly for on-site implementation. In a 15-week college course, we recommend the use of the textbook *Supervision That Improves Teaching* that the instructor can supplement with materials from this manual. The video is indispensable for all workshops and courses.

Whatever option you choose, you can adjust the video segments and the role plays to fit within your time constraints and to meet your staff needs.

Introductory Workshop

Table 1.2 outlines the elements of the introductory workshop.

1. **Welcome, Introductions, and Overview** (10 minutes).
   a. Suggestions for Introductions. Introduce yourself to the participants, and if they do not know one another, ask them to introduce themselves. If you have time, they can briefly relate their definition of supervision or one positive or negative supervisory experience. Explain that the purpose of the workshop is to acquaint them with supervisory approaches and techniques that facilitate dialogue and reflection as a means to promote instructional improvement. Clarify that this session is intended as an introduction. You hope that this presentation inspires them to develop more fully all the skills on which you are only touching in this workshop.
      ❖ Show "Goals" section of Overhead 1: "Goals of Workshop (1)." Ask participants for additional goals.
   b. Suggestions for Overview.

TABLE 1.2 Introductory Workshop

Activity	*Time*
1. Welcome, introductions, and overview	10 minutes
2. Listening techniques	20 minutes
3. Feedback approaches	
• Video of process and self-directed segment	19 minutes
• Role plays of self-directed approach	30-45 minutes
4. Classroom observation—introduction	8 minutes
• First viewing of classroom lesson	10 minutes
• Choice of technique	7 minutes
• Second viewing of lesson	10 minutes
• Group debriefing of techniques	10 minutes
5. Discuss clinical observation cycle	10 minutes
• Video of planning process	3 minutes
6. Conclusions and next steps	5 minutes
Approximate workshop time	142 minutes (2 hours 22 minutes)

- ❖ Show "Agenda" section of Overhead 1: "Goals of Workshop (1)." Review your plans for the session and ask for questions or input.

2. **Listening Techniques** (20 minutes). This is the only part of the presentation that does not have an accompanying video segment.
   a. We suggest that you first solicit from the participants the *listening (verbal and nonverbal), reflecting, and clarifying techniques* outlined in Chapter 2. List them on flip chart paper. Cull as many *barriers to communication* as you can from the participants and make another list on flip chart paper.
      - ❖ Show Overheads 2 and 3: "Communication Technique," and "Barriers to Communication." Review techniques and barriers not listed on the charts.
   b. Participants now practice their listening skills in pairs.
      - ❖ Show Overhead 4: "Reflective Practice (listening skills)—Class Practice." Explain the use of the crib cards to prompt their use of the techniques.

3. **Feedback Approaches** (45 minutes-1 hour).
   a. Because this workshop provides an initial sampling of techniques and strategies, we suggest that you introduce the *reflective practice process* contained at the beginning of Segment 1 of the videotape

followed by the viewing of the most challenging approach—*self-directed.* Participants then have the opportunity to role-play the *self-directed approach.*

- ❖ Show Overheads 5 and 6: "Reflective Practice Process" and "Reflector's Feedback Guidelines." Very briefly outline the process and ask participants to follow the steps as they view the process in the video.
- ❖ Show Video Segment 1—Role-Playing Practice Session. Show only the introduction to the reflective practice process.

b. Briefly discuss the three different feedback approaches, their use with teachers of varying expertise, and the goal of developing autonomous professionals who thrive on the *self-directed feedback approach.*

- ❖ Show Video Segment 3—Screen the Self-Directed Feedback Approach.

c. Divide the participants into groups of 3. Each group chooses roles and creates a *self-directed* scenario. Have each group complete at least two role plays. The facilitator walks around and provides support to as many groups as possible.

- ❖ Show Overhead 9: "Self-Directed Approach."

4. **Classroom Observation** (45 minutes).

a. The facilitator provides an overview of the two major categories of observation tools: quantitative and qualitative. The participants and facilitator peruse the techniques in the manual before viewing a classroom segment on the video (5-10 minutes).

- ❖ Show Overhead 10: "Summary of Observation Tools."

b. View about 10 minutes of one of the classroom lessons. Tell participants to think about possible appropriate tools for the lesson (in Chapter 3) as they watch the tape. THEY ARE **NOT** TO USE A TOOL DURING THIS FIRST VIEWING. You can jointly determine when they have seen enough of the lesson to decide on observation tools.

- ❖ Show Video Segment 4, 6, or 8—Classroom Observations.

c. Divide the participants into groups of 4. We suggest that in a class of 20, the participants count to 5, and form 5 random groups of 4, to encourage diverse perspectives in each group. Each group chooses a variety of tools that it thinks might be suitable for the lesson. Recommend that each group try at least one quantitative and one qualitative tool. Two participants can use the same tool. The goal is for group members to become familiar with a variety of tools and to determine if the tools are appropriate for what they are trying to observe (8 minutes).

d. View about 10 minutes of the **same** classroom. Each participant uses one tool to observe the classroom.

e. Groups debrief (about 5 minutes). The participants in each group discuss whether the tool worked for the observation and how they felt about each tool—their comfort level, whether they would use it again, how they might adapt it, and so on. Each group designates a reporter who will relate what the group members agree is a significant finding from their observations.

f. Designated reporters share a result that each group determines is worthwhile (5 minutes).

5. **Clinical Observation Cycle** (13 minutes).
   a. Discuss clinical cycle (5-10 minutes)
      - Show Overhead 11: "Outline of Reflective Clinical Supervision Cycle."
   b. Video of planning process
      - Show Video Segment 5—Planning Conference With Elementary School Teacher.
6. **Conclusion and Next Steps** (5 minutes). Explain that this introduction is a sampling and does not provide the necessary skills for implementation. Ask them what they each plan to do as their personal, department, site, and/or district next steps. Chart some ideas on the Overhead and have them fill out their own outlines.
   - Show Overhead 14: "Next Steps Outline."

Do not forget to have participants fill out a copy of the feedback form provided in Resource C.

All-Day Workshop

Table 1.3 outlines the elements of an all-day workshop.

1. **Welcome, Introductions, and Overview** (10-15 minutes if you use listening technique introduction).
   a. Suggestions for Introductions. Introduce yourself to the participants, and if they do not know one another, ask them to introduce themselves. If you have time, have participants introduce themselves to a neighbor. Each person listens to his or her partner's professional and personal introduction for 1 minute without taking notes or asking questions. The partners switch. The participants report what they learned about their neighbors. Mention that the purpose of these introductions is to become aware of the importance and difficulty of developing effective listening skills. If they do know one another, use the same model and ask them to relate

TABLE 1.3 All-Day Workshop

Activity	*Time*
I. Morning	**I. Morning**
1. Welcome, introductions, overview	10 minutes
2. Listening techniques	25 minutes
3. Feedback approaches—directive informational	
• Video	17 minutes
• Role play—one cycle	20 minutes
4. Feedback approaches—collaborative	
• Video	13 minutes
• Role play—one cycle	20 minutes
Break	
5. Classroom observation #1—introduction	8 minutes
• First viewing of classroom lesson	10 minutes
• Group choices of techniques	7 minutes
• Second viewing of lesson	10 minutes
• Group debriefing of techniques	10 minutes
6. Planning conference	
• Video	3 minutes
• Role play	15 minutes
II. Afternoon	**II. Afternoon**
7. Feedback approaches—self-directed	
• Video	15 minutes
• Role play	20 minutes
8. Reflective Clinical Supervision Cycle—discuss	5 minutes
• Video (have participants think about possible observation tools while watching classroom lesson segment)	26 minutes
9. Classroom Observation #2	
• Group choices of techniques	7 minutes
• Third viewing of lesson	10 minutes
• Group debriefing of techniques	10 minutes
Break	
10. Alternative approaches—discussion	20 minutes
11. Next steps and conclusions	15 minutes
Approximate workshop duration	296 minutes = 5 hours (4 hours 56 minutes)

briefly to their neighbor their definition of supervision (which can be charted for later reference) or one positive or negative supervisory experience.

Explain that the purpose of the workshop is to acquaint them with supervisory approaches and techniques that facilitate dialogue and reflection as a means to promote instructional improvement. Clarify that this session provides an overview and initial role playing of the various techniques and strategies. Participants need to engage in further role playing and extensive practice on-site. You hope that this presentation provides the groundwork for further development and practice. Note that you will provide time at the end of the workshop for strategizing "next steps."

- ❖ Show "Goals" section of Overhead 15: "Goals of Workshop (2)." Ask participants for additional goals.

b. Suggestions for Overview.

- ❖ Show "Agenda" section of Overhead 15: "Goals of Workshop (2)." Review your plans for the session, and ask for questions or input.

2. **Listening Techniques** (20-25 minutes). This is the only part of the presentation that does not have an accompanying video segment.

a. We suggest that you first solicit from the participants the *listening (verbal and nonverbal), reflecting, and clarifying techniques* outlined in the manual. List them on flip chart paper. Cull as many *barriers to communication* as you can from the participants and make another list on chart paper.

- ❖ Show Overheads 2 and 3: "Communication Techniques" and "Barriers to Communication." Review techniques and barriers not listed on the charts.

b. Participants now practice their listening skills in pairs.

- ❖ Show Overhead 4: "Reflective Practice (listening skills)—Class Practice." Explain the use of the crib cards in Resource D to prompt their use of the techniques.

One person from each pair reports on the effectiveness of the listening exercise.

3. **Feedback Approaches—Directive Informational** (35 minutes).

a. The first video segment provides an introduction to the *reflective practice process* and a role play of the *directive informational approach.* In this activity, you are introducing the participants to three important components of the workshop: the reflective practice process, the three feedback approaches, and a role play of the directive

informational approach. Begin by discussing briefly the three different feedback approaches, their use with teachers of varying expertise, and the goal of developing autonomous professionals who thrive on the *self-directed approach.*

- ❖ Show Overheads 5 and 6: "Reflective Practice Process" and "Reflector's Feedback Guidelines." Very briefly outline the main divisions of the process and ask participants to follow the steps as they view the process on the video.
- ❖ Show Video Segment 1—Role-Playing Practice Session. Participants view the introduction to the *reflective practice process* and the *directive informational approach* scenario.

b. Divide the participants into groups of 3. Each group chooses roles and creates a directive informational scenario. Have each group complete one role play. The facilitator walks around and provides support to as many groups as possible.

4. **Feedback Approaches—Collaborative** (33 minutes).

a. Because participants have already received an overview of the three approaches, the process, and the first video segment, you need only give a very brief introduction to the collaborative approach before viewing the video.

- ❖ Show Video Segment 2—Collaborative Feedback Approach. Participants view the scenario and the *reflective feedback process.*

b. Participants follow the process they used for the *directive informational approach.* Groups of three choose roles, create a *collaborative* scenario, and complete one role play. Again, walk around and provide support to the groups as needed.

5. **Classroom Observation** (45 minutes).

a. The facilitator provides an overview of the two major categories of observation tools: quantitative and qualitative. Together, the participants and facilitator peruse the techniques in the manual, text, or through handouts before viewing a classroom segment on the video (5-10 minutes).

- ❖ Show Overhead 10: "Summary of Observation Tools."

b. View about 10 minutes of one of the classroom lessons. Tell participants to think about possible appropriate tools for the lesson as they watch the tape. THEY ARE **NOT** TO USE A TOOL DURING THIS FIRST VIEWING. You can jointly determine when they have seen enough of the lesson to decide comfortably on observation tools.

c. Divide the participants into groups of 4. We suggest that in a class of 20, the participants count to 5, to form 5 random groups of 4, to encourage diverse perspectives in each group. Each group chooses a

variety of tools that it thinks might be suitable for the lesson. Recommend that each group try at least one quantitative and one qualitative technique. Two participants can use the same tool. The goal is for group members to become familiar with a number of different tools and to determine if the tools are appropriate for what they are trying to observe.

d. View about 10 minutes of the **same** classroom. Each participant uses one tool to observe the classroom.
   - ❖ Show Video Segment 4—Classroom Observation: High School Global History Class.

e. Groups debrief. The participants in each group discuss whether the tool worked for the observation and how they felt about each tool—their comfort level, whether they would use it again, how they might adapt it, and so on. Each group designates a reporter who shares what the group members agree is a significant finding from their observations.

f. Designated reporters relate a result that each group determines is worthwhile.

6. **Planning Conference** (20 minutes).

   a. You mention briefly the crucial role of the *planning conference* in the reflective clinical supervision process that forms the basis of effective supervision of classroom instruction. Participants view the planning conference that accompanies the elementary school classroom segment. They break into groups of three to role-play the planning conference. Because the steps of the planning conference are brief, participants may be able to create and role-play two scenarios using the reflective practice process.
      - ❖ Show Video Segment 5—Planning Conference with Elementary School Teacher.

   b. Briefly review the three steps of the *planning conference* (collaborative decision on observation focus, choice of tool, setting of time for observation and postconference), entertain questions, and break participants into groups of 3 for the role plays.
      - ❖ Show Overhead 16: "Planning Conference Steps."

7. **Feedback Approaches—Self-Directed** (35 minutes).

   a. Participants are now familiar with the three approaches and the process. You can proceed to the third video segment, briefly noting the steps of the self-directed process. Mention that this approach may be the most difficult to implement for the supervisor and the teacher but that it is the most rewarding when the steps are really adhered to.

- ❖ Show Overhead 9: "Self-Directed Approach."
- ❖ Show Video Segment 3—Self-Directed Feedback Approach.

b. As with the previous approaches, participants choose roles, create a *self-directed* scenario, and complete one role play.

8. **Reflective Clinical Supervision Cycle** (26 minutes).

a. You do not have time in this 1-day workshop to repeat the whole reflective clinical supervision cycle. The participants have practiced all the major skills in the cycle: planning conference, observation, and feedback conference. They will view the whole cycle on the video and then spend about 10 minutes discussing what they saw and asking any remaining questions they may have about the process.

- ❖ Show Overhead 11: "Outline of Reflective Clinical Supervision Cycle."
- ❖ Show Video Segments 7 through 9—Clinical Supervision Cycle: Middle School Bilingual Class.

9. **Opening the Door to Alternative Approaches** (20 minutes).

a. We believe that the future of supervision of classroom instruction lies in the supervisor's role as facilitator of collaborative and self-directed methods of engaging teachers in instructional dialogue for the purpose of improving teaching and increasing student achievement (Sullivan & Glanz, 2000). We therefore suggest that the participants begin as soon as possible to contemplate alternative approaches to supervision. You can briefly introduce some of the approaches to at least whet participants' appetites (see Chapter 3 and the textbook *Supervision That Improves Teaching*, Sullivan & Glanz, 2000, for more information on alternative approaches).

- ❖ Show Overhead 17: "Alternative Approaches."

10. **Conclusion and Next Steps** (15 minutes).

a. Explain that this introduction is just a beginning and that participants will need further practice role playing and then wetting their feet with volunteer colleagues on-site. Additional workshops on-site are highly recommended. Then ask participants what they each plan to do for their personal, department, site, and/or district *next steps*. Chart some ideas on the Overhead and have them fill out their own outlines.

- ❖ Show Overhead 14: "Next Steps Outline." Do not forget to have participants fill out a copy of the feedback form provided in Resource C.

Five-Session Cycle

Table 1.4 outlines the elements of a five-session cycle.

Workshop 1

1. **Welcome, Introductions, and Overview** (15 minutes).
   a. Suggestions for Introductions. Introduce yourself to the participants, and if they do not know one another, ask them to introduce themselves. If you have time, have participants introduce themselves to a neighbor. Each person listens to his or her partner's professional and personal introduction for 1 minute without taking notes or asking questions. The partners switch. The participants report what they learned about their neighbors. Mention that the purpose of these introductions is to become aware of the importance and difficulty of developing effective listening skills. If they do know one another, use the same model and ask them to relate briefly to their neighbor their definition of supervision (which can be charted for later reference) or one positive or negative supervisory experience.

      Explain that the purpose of the workshops is to acquaint participants with supervisory approaches and techniques that facilitate dialogue and reflection as a means to promote instructional improvement. Clarify that these sessions provide the opportunity to learn and practice classroom supervisory approaches, strategies, and skills. Between sessions, it is essential that participants engage in the assigned on-site practices. By the end of the five-session cycle, they will be prepared for further personal practice and implementation on-site and will soon possess the knowledge and skills to begin the turnkeying process with collegues. Note that you will provide time at the end of the workshop to strategize "next steps." Provide an overview of the five sessions.

      ❖ Show Overhead 18: "Cycle Overview (1)."

   b. Suggestions for Goals.

      ❖ Show the Session 1 goals and agenda sections of Overhead 19a: "Goals of Workshop (3)." Review your plans for this session, and ask for questions or input on the goals of the first session.

2. **Listening Techniques** (25 minutes). This is the only part of the presentation that does not have an accompanying video segment.
   a. We suggest that you first solicit from the participants the *listening (verbal and nonverbal), reflecting and clarifying techniques* outlined in

TABLE 1.4 Five-Session Cycle

Activity	*Time*
Workshop 1	**1½-2 hours**
1. Welcome, introductions, overview	15 minutes
2. Listening techniques	25 minutes
3. Feedback approaches—introduction, directive informational approach	10 minutes
• Video of process and directive informational approach	17 minutes
• Role plays of directive informational approach	35 minutes
• Group debriefing	5 minutes
4. "What I'll take back" and role-play assignments	10 minutes
Workshop 2	**1½-2 hours**
1. Feedback on site practice	10 minutes
2. Feedback approaches—collaborative	
• Video segment—collaborative	13 minutes
• Role plays	30 minutes
• Group feedback/debriefing	5 minutes
3. Observations—introduction	10 minutes
• Video segment—high school classroom: first viewing	10 minutes
• Choice of techniques	7 minutes
• Second viewing of lesson	10 minutes
4. Group debriefing of techniques	10 minutes
5. "What I'll take back" and role-play assignments	10 minutes

the manual. List them on flip chart paper. Cull as many *barriers to communication* as you can from the participants and make another list on flip chart paper.

- ❖ Show Overheads 2 and 3: "Communication Techniques" and "Barriers to Communication." Review techniques and barriers not listed on the charts.

b. Participants now practice their listening skills in pairs.

- ❖ Show Overhead 4, "Reflective Practice (listening skills)—Class Practice." Explain the use of the crib cards to facilitate their use of the techniques.

TABLE 1.4 *Continued*

Activity	*Time*
Workshop 3	**1½-2 hours**
1. Feedback on site practice	10 minutes
2. Feedback approaches—self-directed	
• Video segment—self-directed	15 minutes
• Role plays	30 minutes
• Group feedback/debriefing	5 minutes
3. Observations—introduce planning conference	5 minutes
• Video segment	13 minutes
• Choice of techniques	7 minutes
• Second viewing of lesson	10 minutes
4. Group debriefing of techniques	10 minutes
5. "What I'll take back," observation, and role play assignments	10 minutes
Workshop 4	**1½-2 hours**
1. Feedback on observations and role plays	10 minutes
2. Discussion of reflective clinical supervision cycle	5 minutes
• Video segment	26 minutes
• Observation cycle (optional)	25 minutes
• Sample role plays: planning conference and postconference	30 minutes
• Debriefing of observation and role plays	10 minutes
3. Introduce collaborative reflection and reflective clinical cycle assignment	10 minutes
Workshop 5	**1½ hours**
1. Sharing of reflective clinical cycle site practice	20 minutes
2. Discussion of alternative approaches	30 minutes
3. Next steps—personal, group, site, district	30 minutes

One person from each pair reports on the effectiveness of the listening exercise.

3. **Feedback Approaches—Directive Informational** (67 minutes).
   a. The first video segment provides an introduction to the *reflective practice process* and a role play of the *directive informational approach.* In this activity, you are introducing the participants to three important components of the workshop: the *reflective practice process,* the

three feedback approaches, and a role play of the *directive informational approach.* Begin by briefly discussing the three different feedback approaches, their use with teachers of varying expertise, and the goal of developing autonomous professionals who thrive on the *self-directed approach.*

- Show Overheads 5 and 6: "Reflective Practice Process" and "Reflector's Feedback Guidelines." Very briefly outline the main divisions of the process and ask participants to follow the steps as they view the process in the video.
- Show Video Segment 1—Role-Playing Practice Session. Participants view the introduction to the *reflective practice process* and the *directive informational approach* scenario.
- Show Overhead 7: "Directive Informational Approach."

b. Divide the participants into groups of 3. Each group chooses roles and creates a *directive informational* scenario. Have groups complete three role plays. The facilitator walks around and provides support to as many groups as possible. A representative from each group reports one or two highlights from their practice.

4. Applications and Site Practice (10 minutes).

a. Ask the participants to practice the *directive informational approach* before the next session. They can use any appropriate personal or professional problem-solving situation. The participants should also practice the listening and communication skills. Request that they bring in informal notes to facilitate sharing. Finally, ask them to share something that they can take back to their schools from today's session.

Workshop 2

1. Feedback on Site Practice (10 minutes).

a. Participants share highlights from their experiences with the listening and communication skills and the *directive informational* practices.

b. Review the session's goals and agenda and ask for questions and input.

- Show the Session 2 goals and agenda sections of Overhead 19b: "Goals of Workshop (3)."

2. Feedback Approaches—Collaborative (48 minutes).

a. Because participants have already received an overview of the three approaches, the process, and the first video segment, you need only

to give a very brief introduction to the collaborative approach before viewing the video.

- ❖ Show Overhead 8: "Collaborative Approach."
- ❖ Show Video Segment 2—Collaborative Feedback Approach. Participants view the scenario and the *reflective feedback process*.

Participants follow the process they used for the *directive informational approach*. Groups of three choose roles, create *collaborative* scenarios individually or collectively, and complete three role plays. A designee from each group reports one highlight from this experience.

3. **Classroom Observation** (47 minutes).
   a. The facilitator provides an overview of the two major categories of observation tools: quantitative and qualitative. The participants and facilitator peruse the techniques in the manual together before viewing a classroom segment in the video.
      - ❖ Show Overhead 10: "Summary of Observation Tools."
   b. View about 10 minutes of one of the classroom lessons. Tell them to think about possible appropriate tools for the lesson as they watch the tape. THEY ARE **NOT** TO USE A TOOL DURING THIS FIRST VIEWING. You can jointly determine when they have seen enough of the lesson to decide comfortably on observation tools.
      - ❖ Show Video Segment 4—Classroom Observation: High School Global History Class.
   c. Divide the participants into groups of 4. We suggest that in a class of 20, the participants count to 5, to form 5 random groups of 4, to encourage diverse perspectives in each group. Each group chooses a variety of tools that it thinks might be suitable for the lesson. Recommend that each group try at least one quantitative and one qualitative technique. Two participants can use the same tool. The goal is for group members to become familiar with a number of different tools and to determine if the tools are appropriate for what they are trying to observe.
   d. View about 10 minutes of the **same** classroom. Each participant uses one tool to observe the classroom.
   e. Groups debrief. The participants in each group discuss whether the tool worked for the observation and how they felt about each tool—their comfort level, whether they would use it again, how they might adapt it, and so on. Each group designates a reporter who relates what the group members agree is a significant finding from their observations.

f. Designated reporters share a result that each group determines is worthwhile.

4. **Applications and Site Practice** (10 minutes).
   a. Ask the participants to practice the *collaborative approach* before the next session. They can try out this approach in any appropriate problem-solving situation on-site or, if appropriate, in a personal context.
   b. They can also start trying out observation tools on colleagues willing to open their classrooms. The object of the practice is to learn to use the tools, not to evaluate a class.
   c. Finally, ask them to share something that they can bring back to their schools from today's session.

Workshop 3

1. **Feedback on Site Practice** (10 minutes).
   a. Participants share highlights from their experiences with the *collaborative approach* and the various observational tools.
   b. Review your plans for this session, and ask for questions and input on the third session.
      - Show the Session 3 goals and agenda sections of Overhead 19c: "Goals of Workshop (3)."
2. **Feedback Approaches—Self-Directed** (45 minutes).
   a. Participants are now familiar with the three approaches and the process. You can proceed to the third video segment, noting briefly the steps of the self-directed process. Mention that this approach may be the most difficult to implement for the supervisor and the teacher, but that it is the most rewarding when the steps are really adhered to. The teacher ascends to the level of self-directed professional.
      - Show Overhead 9: "Self-Directed Approach."
      - Show Video Segment 3—Self-Directed Feedback Approach.
   b. As with the previous approaches, participants choose roles, create *self-directed* scenarios individually or together, and complete three role plays.
3. **Observations—Introduce *Planning Conference* and Second Classroom Observation** (45 minutes).
   a. During this session, participants have their first exposure to the *planning conference*. You can outline the steps and talk about the importance of the *planning conference* in the cycle. It is where improvement of instruction really begins. They will practice *planning conferences* in Workshop 4. As with the first observation, view about 10 minutes of the classroom. Again, participants *think* about possible

appropriate tools as they watch the lesson. Jointly determine when they have observed enough of the lesson to choose observation tools.

- ❖ Show Video Segment 6—Planning Conference and Elementary School Language Arts Lesson.

b. Choice of techniques—As in the previous observation, divide the participants into groups of 4. Each group chooses a variety of tools that it believes might be suitable for this lesson. Remind participants to try at least one quantitative and one qualitative tool.

c. Second viewing of lesson—View about 10 minutes of the **same** classroom. Each participant uses one tool to observe the classroom.

- ❖ Show Video Segment 6—Planning Conference and Elementary School Language Arts Lesson.

d. Groups debrief. The participants in each group discuss whether the tool worked for the observation and how they felt about each tool—their comfort level, whether they would use it again, how they might adapt it, and so on. Each group designates a reporter who shares what the group members agree is a significant finding from their observations

e. Designated reporters relate a result that each group determines is worth sharing.

4. **Applications and Site Practice** (10 minutes).

a. Ask the participants to practice the *self-directed approach* before the next session. They can try out this approach in any appropriate problem-solving situation on-site or, if appropriate, in a personal context.

b. They can also try out two observation tools (one qualitative and one quantitative) on colleagues willing to open their classrooms. The object of the practice is to learn to use the tools, not to evaluate the teacher or class. They should reflect on the appropriateness of the instrument for the specific observation:

- Analyze the results and interpret them in a descriptive fashion. Were the results meaningful?
- Did the tool work for you? Did you feel comfortable using it?
- Would you use it again? For the type of class you observed? What tool might have worked better?

c. Request that participants find a volunteer colleague who would be willing to participate in a complete reflective clinical supervision cycle. Often, the teachers they have observed for the site practice are enthusiastic about continuing the process. Explain that the role plays for the next session are dependent on their knowing which colleague has volunteered.

d. Finally, ask them to share something that they can take back to their schools from today's session.

Workshop 4

1. **Feedback on Site Practice** (10-15 minutes).
   a. Participants share highlights from their experiences with the *self-directed approach* and the various observational tools. If the group is large, you may want them to discuss first in small groups and then ask a spokesperson for each group to share highlights from the observations and *self-directed* practice.
   b. Review your plans for this session, and ask for questions and input on the fourth session.
      - Show the Session 4 goals and agenda sections of Overhead 19d: "Goals of Workshop (3)."
2. **Reflective Clinical Supervision Cycle** (60-90 minutes).
   a. You can introduce briefly the concept of reflective clinical supervision and note the assumptions of clinical supervision that Goldhammer, Anderson, and Krajewski (1993) have outlined.
      - Show Overheads 11, 12, 13—11: "Outline of Reflective Clinical Supervision"; 12: Richard Weller's (1997) formal definition of clinical supervision; and/or 13: "Clinical Supervision Assumptions."
      - Show Video Segments 7-9—Clinical Observation Cycle: Middle School Bilingual Math Class.
   b. Sample planning conferences. Mention briefly the crucial role of the *planning conference* in the clinical supervision process that forms the basis of effective supervision of classroom instruction. Briefly review the three steps of the *planning conference* (collaborative decision on observation focus, choice of tool, setting of time for observation and postconference). Entertain questions and have participants break into groups of 3 for the role plays. The teacher in the role play will have the personality and experience of the colleague whom they will observe onsite for the complete cycle. Because the steps of the *planning conference* are brief, participants may be able to create and role-play at least two scenarios using the reflective practice process.
      - Show Overhead 16: "Planning Conference Steps."
   c. **Observation**—The decision to have the participants observe a third classroom depends on workshop time constraints. The process is the same as in the previous observations: After the initial viewing of the

classroom segment, small groups choose techniques in collaboration, the classroom is viewed for a second time using different techniques, and the small groups debrief and share highlights with the rest of the class.

d. **Sample Postconferences**—Participants use the reflective practice process to practice postconferences that they envision with the colleague whom they will be observing. Time constraints again determine how many role plays are completed.

3. **Applications and Site Practice** (10 minutes).
   a. Ask the participants to complete the reflective clinical observation cycle onsite before the next session. Go over the steps of the *collaborative reflection*. They can use this reflection as a basis for sharing at the final session. They should bring all of their notes of the process to the next session.
   b. Ask participants to share something that they can take back to their schools from today's session.

Workshop 5

1. **Feedback on Site Practice** (10-20 minutes).
   a. Participants share highlights from their reflective clinical supervision site practice.
   b. Review your plans for this session, and ask for questions and input on the fifth session.
      ❖ Show the Session 5 goals and agenda sections of Overhead 19e: "Goals of Workshop (3)."
2. **Opening the Door to Alternative Approaches** (30 minutes).
   a. We believe that the future of supervision of classroom instruction lies in the supervisor's role as facilitator of collaborative and self-directed methods of engaging teachers in instructional dialogue for the purpose of improving teaching and increasing student achievement (Sullivan & Glanz, 2000). We therefore suggest that the participants begin immediately to contemplate alternative approaches to supervision. We recommend that you begin by asking them about their knowledge of alternative approaches. You can build on their knowledge and then introduce briefly some of the approaches outlined in the overheads and described in depth in the textbook.
      ❖ Show Overhead 17: "Alternative Approaches."
3. **Conclusion and Next Steps** (30 minutes).

a. Explain that this introduction is just a beginning and that they need further practice in role playing and especially working with volunteer colleagues on-site. Then, ask them what they each plan to do as their personal, department, site, and/or district *next steps*. Chart some ideas on the overhead and have them fill out their own outlines.

❖ Show Overhead 14: "Next Steps Outline."

Ten-Session Cycle

Table 1.5 outlines the elements of a 10-session cycle.

Workshop 1

1. **Welcome, Introductions, and Overview** (15 minutes).

a. Suggestions for Introductions. Introduce yourself to the participants, and if they do not know one another, ask them to introduce themselves. If you have time, have participants introduce themselves to a neighbor. Each person listens to his or her partner's professional and personal introduction for 1 minute without taking notes or asking questions. The partners switch. The participants report what they learned about their neighbors. Mention that the purpose of these introductions is to become aware of the importance and difficulty of developing effective listening skills. If they do know one another, use the same model and ask them to relate briefly to their neighbor their definition of supervision (which can be charted for later reference) or one positive or negative supervisory experience.

Explain that the purpose of the workshops is to acquaint participants with supervisory approaches and techniques that facilitate dialogue and reflection as a means to promote instructional improvement. Clarify that these sessions provide the opportunity to learn and practice classroom supervisory approaches, strategies, and skills. Between sessions, it is essential that participants engage in the assigned on-site practices. By the end of the ten-session cycle, they will be prepared for further personal practice and implementation on-site and will soon possess the knowledge and skills to begin the turnkeying process. Note that you will provide time at the end of the workshops to strategize "next steps." Provide an overview of the 10 sessions.

❖ Show Overhead 21: "Cycle Overview (2)."

b. Suggestions for Overview.

- ❖ Show Overhead 22a: "Workshop Goals and Agenda (4)." Review your plans for this session, and ask for questions or input on the first session.

2. **Listening Techniques** (30 minutes). This is the only part of the presentation that does not have an accompanying video segment.
   a. We suggest that you first solicit from the participants the *listening (verbal and nonverbal), reflecting, and clarifying techniques* outlined in the manual. List them on flip chart paper. Cull as many *barriers to communication* as you can from the participants and make another list on flip chart paper.
      - ❖ Show Overheads 2 and 3: "Communication Techniques" and "Barriers to Communication." Review techniques and barriers not listed on the charts.
   b. Participants now practice their listening skills in pairs.
      - ❖ Show Overhead 4: "Reflective Practice (listening skills)—Class Practice." Explain the use of the crib cards to facilitate their use of the techniques.

      One person from each pair reports on the effectiveness of the listening exercise.
3. **Feedback Approaches: Introduction** (5 minutes). In this brief introduction, discuss the three different feedback approaches, their use with teachers of varying expertise and the goal of developing autonomous professionals who thrive on the *self-directed approach.* Mention that in the next session, they will become acquainted with the *reflective practice process,* the method that you will be using to role-play and learn the three feedback approaches. The *directive informational approach* will be the focus of the second session.
4. **Applications and Site Practice** (10 minutes). The participants should practice the listening and communication skills before the second session (and forever). Request that they bring in informal notes on their experiences to facilitate sharing. Finally, ask them to share something that they can take back to their schools from today's session.

Workshop 2

1. **Feedback on Site Practice** (8 minutes).
   a. Participants share highlights from their experiences with the listening and communication skills.
   b. Review your plans for this session, and ask for questions and input on the second session.
      - ❖ Show Overhead 22b: "Workshop Goals and Agenda (4)."

TABLE 1.5 Ten-Session Cycle

Activity	*Time*
Workshop 1	**1 hour**
1. Welcome, introductions, overview	15 minutes
2. Listening techniques	30 minutes
3. Feedback approaches—introduction (to process and approaches)	5 minutes
4. Site practice assignment and "What I'll take back"	10 minutes
Workshop 2	**1 hour**
1. Feedback on site practice	8 minutes
2. Feedback approaches—directive informational	
• Video segment—reflective process and directive informational approach	17 minutes
• Role plays—directive informational	30 minutes
3. Group debriefing and the practice assignment	10 minutes
Workshop 3	**1 hour**
1. Feedback on site practice	7 minutes
2. Feedback approaches—collaborative	
• Video segment—collaborative	13 minutes
• Role plays	30 minutes
3. Group debriefing, site practice, and observation tool assignment	10 minutes
Workshop 4	**1 hour**
1. Feedback on site practice	10 minutes
2. Introduce observation tools	5 minutes
• Video segment—high school classroom: first viewing	10 minutes
• Choice of techniques	7 minutes
• Second viewing of lesson	10 minutes
3. Group debriefing of techniques	10 minutes
4. What I'll bring back and site practice assignment	8 minutes
Workshop 5	**1 hour**
1. Feedback on site practice	5 minutes
2. Feedback approaches—self-directed	
• Video segment—self-directed	5 minutes
• Role plays	30 minutes
• Group feedback/debriefing	10 minutes
3. "What I'll take back" and site practice assignment	10 minutes

TABLE 1.5 *Continued*

Activity	*Time*
Workshop 6	**1 hour**
1. Feedback on site practice	5 minutes
2. Observations—introduce planning conference	5 minutes
• Video segment—planning conference and elementary classroom: first viewing	15 minutes
• Choice of techniques	7 minutes
• Second viewing of lesson	10 minutes
3. Group debriefing of techniques	10 minutes
4. "What I'll take back" and site practice assignment	8 minutes
Workshop 7	**1¼ hours**
1. Feedback on site practice	10 minutes
2. Discussion of reflective clinical supervision cycle	10 minutes
• Video segment—overview of process	26 minutes
• Planning conference role plays	20 minutes
3. Group debriefing of planning conferences and site practice assignment	10 minutes
Workshop 8	**1 hour**
1. Workshop agenda	5 minutes
2. Introduce collaborative feedback	8 minutes
3. Observation—middle school bilingual class	7 minutes
• Choice of techniques	10 minutes
• Second viewing of lesson	10 minutes
4. Group debriefing of techniques	15 minutes
5. Sample postconference role plays for reflective clinical supervision cycle	8 minutes
6. Reflective clinical supervision cycle and alternative approaches assignment	
Workshop 9	**1 hour**
1. Feedback on reflective clinical supervision practice	10 minutes
2. Discuss alternative approaches	40 minutes
3. Discussion of supervisory platforms and assignment	10 minutes
Workshop 10	**1 hour**
1. Workshop agenda	5 minutes
2. Sharing of supervisory platforms in small groups	20 minutes
3. Next steps planning—personal, group, site, district	25 minutes

2. **Feedback Approaches—Directive Informational** (57 minutes).
   a. The first video segment provides an introduction to the *reflective practice process* and a role play of the *directive informational approach.* Because you provided an introduction to the approaches and process at the end of the first session, you can immediately show the overheads of the *reflective practice process,* the *reflector's feedback guidelines,* and the *directive informational approach.*
      - Show Overheads 5 and 6: "Reflective Practice Process" and "Reflector's Feedback Guidelines."
      - Show Video Segment 1—Role-Playing Practice Session. Participants view the introduction to the *reflective practice process* and the *directive informational approach* scenario.
      - Show Overhead 7: "Directive Informational Approach."
   b. Divide the participants into groups of 3. Each group chooses roles and creates a *directive informational* scenario. Have participants complete three role plays. The facilitator walks around and provides support to as many groups as possible. A representative from each group reports one or two highlights from their practice skills.
3. **Applications and Site Practice** (10 minutes).
   a. Ask the participants to practice the *directive informational approach* before the next session. They can use any appropriate personal or professional problem-solving situation. Request that they bring in informal notes to facilitate sharing. Finally, ask participants to share something that they can take to their schools from today's session.

Workshop 3

1. **Feedback on Site Practice** (7 minutes).
   a. Participants share highlights from their continuing experiences with the listening and communication skills and the *directive informational* practices.
   b. Review your plans for this session, and ask for questions and input on the third session.
      - Show Overhead 22c: "Workshop Goals and Agenda (4)."
2. **Feedback Approaches—Collaborative** (43 minutes).
   a. Because participants have already received an overview of the three approaches, the process, and the first video segment, you need only give a very brief introduction to the collaborative approach before viewing the video.
      - Show Overhead 8: "Collaborative Approach."

❖ Show Video Segment 2—Collaborative Feedback Approach. Participants view the scenario and the *reflective feedback process.* Participants follow the process they used for the *directive informational approach.* Groups of three choose roles, create *collaborative* scenarios individually or collectively, and complete three role plays.

3. **Group Debriefing, Applications, and Site Practice** (10 minutes).
   a. A designee from each group reports one highlight from the *collaborative* role-play experience.
   b. Ask the participants to practice the *collaborative approach* before the next session. They can try out this approach in any appropriate problem-solving situation on-site or, if appropriate, in a personal context.
   c. Participants should also become familiar with the observation tools in the manual before the next session. Explain that you will discuss the tools in the next session. They should, however, become familiar with as many examples of the two types, quantitative and qualitative, as possible in the interim.

Workshop 4

1. **Feedback on Site Practice** (10 minutes).
   a. Participants share highlights from their experiences with the *collaborative approach* and comment on their reading about the various observational tools.
   b. Review your plans for this session, and ask for questions and input on the fourth session.
      ❖ Show Overhead 22d: "Workshop Goals and Agenda (4)."
2. **Classroom Observation** (42 minutes).
   a. The facilitator provides a very brief review of the two major categories of observation tools: quantitative and qualitative. The participants and facilitator peruse the techniques in the manual together before viewing a classroom segment on the video.
      ❖ Show Overhead 10: "Summary of Observation Tools."
   b. View about 10 minutes of the classroom lesson (Video Segment 4). Tell them to think about possible appropriate tools for the lesson as they watch the tape. THEY ARE **NOT** TO USE A TOOL DURING THIS FIRST VIEWING. You can jointly determine when they have seen enough of the lesson to decide comfortably on observation tools.

- ❖ Show Video Segment 4—Classroom Observation: High School Global History Class.

c. Divide the participants into groups of 4. We suggest that in a class of 20, the participants count to 5, to form 5 random groups of 4, to encourage diverse perspectives in each group. Each group chooses a variety of tools that it thinks might be suitable for the lesson. Recommend that each group try at least one quantitative and one qualitative technique. Two participants can use the same tool. The goal is for group members to become familiar with a number of different tools and to determine if the tools are appropriate for what they are trying to observe.

d. View about 10 minutes of the **same** classroom. Each participant uses one tool to observe the classroom.

e. Groups debrief. The participants in each group discuss whether the tool worked for the observation and how they felt about each tool—their comfort level, whether they would use it again, how they might adapt it, and so on. Each group designates a reporter who shares what the group members agree is a significant finding from their observations.

f. Designated reporters relate a result that each group determines is worth sharing.

3. **Applications and Site Practice.**

a. Ask the participants to start trying out observation tools on colleagues willing to open their classrooms. The object of the practice is to learn to use the tools, not to evaluate the class.

b. Request that participants share something that they can take back to their schools from today's session.

Workshop 5

1. **Feedback on Site Practice** (5 minutes).

a. Participants share highlights from their experiences with the various observational tools.

b. Review your plans for this session, and ask for questions and input on the fifth session.

- ❖ Show Overhead 22e: "Workshop Goals and Agenda (4)."

2. **Feedback Approaches—Self-Directed** (45 minutes).

a. Participants are now familiar with the three approaches and the process. You can proceed to the third video segment, noting briefly the steps of the self-directed process. Mention that this approach may be the most difficult to implement for the supervisor and the teacher,

but that it is the most rewarding when the steps are really adhered to. The teacher ascends to the level of self-directed professional.

- ❖ Show Overhead 9: "Self-Directed Approach."
- ❖ Show Video Segment 3—Self-Directed Feedback Approach.

b. As with the previous approaches, participants choose roles, create *self-directed* scenarios individually or together, and complete three role plays.

c. Groups debrief. A representative from each group will report one or two highlights from their practice.

3. **Applications and Site Practice** (10 minutes). Ask the participants to practice the *self-directed approach* before the next session. They can try out this approach in any appropriate problem-solving situation on-site or, if appropriate, in a personal context. Conclude with a sharing of something that they can take back to their schools from today's session.

Workshop 6

1. **Feedback on Site Practice** (5 minutes).
   a. Participants share highlights from their experiences with the *self-directed approach* and the various observational tools.
   b. Review your plans for this session, and ask for questions and input on the sixth session.
      - ❖ Show Overhead 22f: "Workshop Goals and Agenda (4)."
2. **Observations—Introduce *Planning Conference* and Second Classroom Observation** (47 minutes).
   a. During this session, participants have their first exposure to the *planning conference*. You can outline the steps and talk about the importance of the *planning conference* in the cycle. It is where improvement of instruction really begins. They practice *planning conferences* in Workshop 7. As with the first observation, view about 10 minutes of the classroom. Again, participants **think** about possible appropriate tools as they watch the lesson. Jointly determine when they have observed enough of the lesson to choose observation tools.
      - ❖ Show Video Segments 5 and 6—Planning Conference and Elementary School Language Arts Lesson.
   b. Choice of techniques—As in the previous observation, divide the participants into groups of 4. Each group chooses a variety of tools that it believes might be suitable for this lesson. Remind participants to try at least one quantitative and one qualitative tool.

c. Second viewing of lesson—View about 10 minutes of the **same** classroom. Each participant uses one tool to observe the classroom.
   - ❖ Show Video Segment 6—Elementary School Language Arts Lesson.

d. Groups debrief. The participants in each group discuss whether the tool worked for the observation and how they felt about each tool—their comfort level, whether they would use it again, how they might adapt it, and so on. Each group designates a reporter who shares what the group members agree is a significant finding from their observations.

e. Designated reporters relate a result that each group determines is worth sharing.

3. **Applications and Site Practice** (8 minutes).

a. Ask the participants to try out two observation tools (one qualitative and one quantitative) on colleagues willing to open their classrooms. The object of the practice is to learn to use the tools, not to evaluate the teacher or class. They should reflect on the appropriateness of the instrument for the specific observation.
   - Analyze the results and interpret them in a descriptive fashion. Were the results meaningful? What did they reveal?
   - Did the tool work for you? Did you feel comfortable using it?
   - Would you use it again? For the type of class you observed? What tool might have worked better?

b. Request that participants find a volunteer colleague who would be willing to participate in a complete reflective clinical supervision cycle. Often, the teachers they observe for the site practice are enthusiastic about continuing the process. Explain that the role plays for the next sessions are dependent on their knowing which colleague has volunteered.

c. Finally, ask them to share something that they can take back to their schools from today's session.

Workshop 7

1. **Feedback on Site Practice** (10 minutes).

a. Participants share highlights from their experiences with the various observational tools. If the group is large, you may want them to discuss first in small groups and then ask a spokesperson for each group to share highlights from the observations.

b. Review your plans for this session, and ask for questions and input on the seventh session.

- ❖ Show Overhead 22g: "Workshop Goals and Agenda (4)."

2. **Reflective Clinical Supervision Cycle** (56 minutes).
   a. You can introduce briefly the concept of reflective clinical supervision and note the assumptions of clinical supervision that Goldhammer, Anderson, and Krajewski (1993) have outlined.
      - ❖ Show Overheads 11, 12, & 13—11: "Outline of Reflective Clinical Supervision"; 12: formal definition of clinical supervision; and/or 13: "Clinical Supervision Assumptions."
      - ❖ Show Video Segments 7 through 9—Clinical Observation Cycle: Middle School Bilingual Math Class.

   b. Sample planning conferences. Mention the crucial role of the *planning conference* in the clinical supervision process that forms the basis of effective supervision of classroom instruction. Briefly review the three steps of the *planning conference* (collaborative decision on observation focus, choice of tool, setting of time for observation and postconference). Entertain questions and have participants break into groups of 3 for the role plays. The teacher in the role play will have the personality and experience of the colleague whom they will observe on-site for the complete cycle. Because the steps of the *planning conference* are brief, participants may be able to create and role-play at least two scenarios using the reflective practice process. Each group designates a reporter who shares what the group members agree is a significant finding from their observations.
      - ❖ Show Overhead 16: "Planning Conference Steps."

3. **Group Debriefing of Planning Conferences and Site Practice Assignment** (10 minutes).
   a. Designated reporters relate an observation or finding that each group determines is worth sharing.
   b. Remind participants to set up a reflective clinical observation schedule with a volunteer colleague. They will have one more session to practice observations and a feedback session.

Workshop 8

1. **Session Agenda** (5 minutes). Review your plans for this session, and ask for questions and input on the eighth session.
   - ❖ Show Overhead 22h: "Workshop Agenda and Goals (4)."
2. **Collaborative Reflection** (8 minutes). Go over the steps of the *collaborative reflection*. The group can use this reflection as a basis for sharing at the next session.
   - ❖ Show Overhead 20, "Collaborative Reflection."

3. **Observation—Middle School Bilingual Class** (27 minutes). Because the participants already had a first viewing of the videotape in the last session, a very short refresher is sufficient to allow them to choose tools. The process is the same as in the previous observations: Small groups choose techniques in collaboration, the classroom is viewed for a second time using different techniques, and the small groups debrief and share highlights with the rest of the class.
4. **Sample Postconferences** (25 minutes). Participants use the reflective practice process to practice postconferences that they envision with the colleague they will be observing. Time constraints again determine how many role plays are completed.
5. **Applications and Site Practice** (5 minutes). Ask the participants to complete the reflective clinical supervision cycle before the next session. They can use notes on the process and their collaborative reflection as a basis for the sharing. They should refer to the questions in Chapter 2 on the reflective clinical supervision cycle to enrich the discussion.

Workshop 9

1. **Feedback on Site Practice** (10 minutes).
   a. Participants share highlights from their reflective clinical supervision site practice.
   b. Review your plans for this session, and ask for questions and input on the ninth session.
      ❖ Show Overhead 22i: "Workshop Goals and Agenda (4)."
2. **Opening the Door to Alternative Approaches** (40 minutes).
   a. We believe that the future of supervision of classroom instruction lies in the supervisor's role as facilitator of collaborative and self-directed methods of engaging teachers in instructional dialogue for the purpose of improving teaching and increasing student achievement (Sullivan & Glanz, 2000). We therefore suggest that the participants begin to contemplate immediately alternative approaches to supervision. We recommend that you begin by asking them about their knowledge of alternative approaches. You can build on their knowledge and then introduce briefly some of the approaches outlined in the overheads summarized in Chapter 2 of this manual and described in depth in the textbook.
      ❖ Show Overhead 19: "Alternative Approaches."
3. **Discussion of Supervisory Platforms and Assignment** (10 minutes).
   a. Explain to the group that it is important for them to start thinking about their personal visions of *supervision of classroom instruction*. Al-

though we recognize that it is impossible to isolate supervision of classroom instruction from the other facets of supervision of instruction, such as staff, curriculum, and group development (Sullivan & Glanz, 2000), for the purposes of these workshops, we are placing supervision of classroom instruction at the center of professional development. Chapter 3 contains some questions that will allow the participants to think about their beliefs. You might want to brainstorm some answers to the questions and write them on a flip chart.

b. Ask the participants to write a brief statement of their present beliefs and ideas about *supervision of classroom instruction.* They can use the questions and sample platform in Chapter 3 to facilitate the task. These statements will help bring closure to this series of workshops and provide a foundation on which they can continue to build their ideas, beliefs, and skills. Each person should bring three copies of the draft platform to the next session.

Workshop 10

1. **Workshop Agenda** (5 minutes). Review your plans for this session, and ask for questions and input on this last session.
   - Show Overhead 22j: "Workshop Goals and Agenda (4)."
2. **Sharing of Supervisory Platforms** (20 minutes). Divide the participants into groups of 3. Each member of the group will take turns sharing his or her supervisory platform with the rest of the group. The members will read one at a time. As they finish each platform, they will comment on what they liked or found interesting and what questions they may have about any of the ideas or beliefs. Critical feedback is not appropriate in this context.
3. **Conclusion and Next Steps** (25 minutes). Explain that this introduction is just a beginning and that they will need further practice in role playing and especially working with volunteer colleagues on-site. Then ask them what they each plan to do as their personal, department, site, and/or district *next steps.* Chart some ideas on the overhead and have them fill out their own outlines.
   - Show Overhead 14: "Next Steps Outline."
4. **Reflections, Analysis, and Feedback** (10 minutes). Ask the group to fill out the feedback form in the back of their manual. Then request that they share reflections, analyses, and suggestions as a group.

CHAPTER 2

Materials That Support the Professional Development Cycles

In the previous chapter we outlined four (4) different workshop formats alluding to various materials that would support each workshop. This chapter provides the tools you will need to conduct these professional development cycles and workshops. The chapter is divided into three sections:

- Materials to support interpersonal approaches to supervision
- Materials to support observation skills
- Materials to support the reflective clinical supervision cycle

Each section includes the necessary background theory or information that lends itself to fully comprehending the approach or skills. For readers interested in a more complete treatment of each approach as well as practice exercises, refer to Sullivan and Glanz (2000), *Supervision That Improves Teaching*.

The best way to use this chapter is to identify first a workshop format in the previous chapter. Select the additional materials needed from the materials presented in this chapter and the Resources. Feel free to create your own materials as needed.

SECTION 1: THREE INTERPERSONAL APPROACHES TO SUPERVISION

> A barrier to communication is something that keeps meanings from meeting. . . . Because so much of our education misleads people into thinking that communication is easier than it is, they become discouraged and give up when they run into difficulty. Because they do not understand the nature of the problem, they do not know what to do. The wonder is not that communicating is as difficult as it is, but that it occurs as much as it does.
>
> ***(Howe, 1963, pp. 23-24)***

This section of the chapter explores and develops the interpersonal skills that we believe are a prerequisite to all effective supervisory practice. After a brief introduction to the philosophical principles underlying the supervisory beliefs and methods presented in this book, we briefly discuss the various communication techniques that are essential for all effective interpersonal relationships: listening, nonverbal clues, reflecting, and clarifying statements. A description of the three interpersonal approaches that we believe are most effective in working with teachers follows.

HOW WE LEARN

> [P]eople learn best through active involvement and through thinking about and becoming articulate about what they have learned. Processes, practices, and policies built on this view of learning are at the heart of a more expanded idea of teacher development that encourages teachers to involve themselves as learners—in much the same way as they wish their students would.
>
> ***(Lieberman, 1995, p. 592)***

How many lectures have we all sat through during which the speaker expounded at great length about the importance of student-centered learning in the classroom? How many workshops have we attended where the presenter talked on and on about student-centered practices? A district superintendent recently hired one of us to facilitate a teacher-centered retreat

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that he began with a 2-hour speech. Ann Lieberman (1995) points out that "What everyone appears to want for students—a wide array of learning opportunities that engage students in experiencing, creating, and solving real problems, using their own experiences, and working with others—is for some reason denied to teachers when they are learners." The main goal of this manual is to "walk the talk": to enable students of supervision not only to learn teacher-centered supervisory methods but also to have the opportunity to practice the skills and experience the perspectives as they are exposed to them.

The approaches to providing feedback outlined in this chapter and the methods presented for becoming proficient in their use are based on constructivist principles. In the preface to *In Search of Understanding the Case for Constructivist Classrooms*, Catherine Twomey Fosnot (1993) draws on a synthesis of work in cognitive psychology, philosophy, and anthropology to define constructivism not as a theory about teaching but about knowledge and learning. Knowledge is defined as temporary, developmental, socially and culturally mediated, and nonobjective. Learning is "a self-regulated process of resolving inner cognitive conflicts that often become apparent through concrete experience, collaborative discourse, and reflection" (Fosnot, 1993, p. 65). In other words, meaningful knowledge and learning are centered on the learner and are best constructed through collaboration and reflection on personal experience.

This belief has ramifications for two of the principal focuses of this manual: (a) interpersonal approaches for providing feedback and (b) the use of reflective practice in working with teachers and in learning supervisory skills. With respect to working with teachers, no matter what the developmental level of the staff member or the interpersonal orientation of the supervisor, the person receiving feedback should be involved in generating ideas and solutions for the situation under discussion. With regard to learning how to provide feedback, only through practicing the skills and reflecting on their development will students of supervision internalize and personalize what they have learned.

LISTENING, REFLECTING, AND CLARIFYING TECHNIQUES

It is important to incorporate skills that promote communication as well as to become aware of those that create barriers. Table 2.1 provides three types of skills that foster bridging the interpersonal gap. Each category can be integrated into any of the feedback approaches. In each approach, we

TABLE 2.1 Communication Techniques

Listening	*Nonverbal Clues*	*Reflecting and Clarifying*
"Uh-huh"	Affirmative nods and smiles	"You're angry because . . . "
"Okay"	Open body language, e.g., arms open	"You feel . . . because"
"I'm following you"	Appropriate distance from speaker—not too close or too far	"You seem quite upset"
"For instance"	Eye contact	"So you would like . . . "
"And?"	Nondistracting environment	"I understand that you see the problem as . . . "
"Mmm"	Face speaker and lean forward	"I'm not sure, but I think you mean . . . "
"I understand"	Barrier-free space, e.g., desk not used as blocker	"I think you're saying . . . "
"This is great information for me"		
"Really?"		
"Then?"		
"So?"		
"Tell me more"		
"Go on"		
"I see"		
"Right"		

want to encourage the teacher to provide as complete a picture of his or her perspective as possible. The listening techniques and the nonverbal clues are keys to promoting open responses. The reflecting and clarifying techniques also are crucial to all of the approaches because they facilitate avoiding or clearing up potential misunderstandings and miscommunications. They provide verbal techniques for separating the supervisor's understandings and perceptions from the teacher's without accusing or putting the other person on the defensive. To remind you of appropriate responses, we recommend that you use the crib sheets that summarize the key techniques and steps for practice and actual implementation. Detachable cards for these techniques are provided on a perforated page in Resource D.

Table 2.2 contains a summary of common communication spoilers and high-risk responses culled from the interpersonal skills literature. We

TABLE 2.2 Barriers to Communication

Barrier Type	*Examples*
1. Judging	1. Judging
• Criticizing	• "You are lazy; your lesson plan is poor"
• Name-calling and labeling	• "You are inexperienced, an intellectual"
• Diagnosing-analyzing motives instead of listening	• "You're taking out your anger on her"
	• "I know what you need"
• Praising evaluatively	• "You're terrific!"
2. Solutions	2. Solutions
• Ordering	• "You must . . . " "You have to . . . " "You will . . ."
• Threatening	• "If you don't . . . " "You had better or else"
• Moralizing or preaching	• "It is your duty/responsibility; you should . . ."
• Inappropriate questioning or prying	• "Why?" "What?" "How?" "When?"
• Advising	• "What I would do is . . . " "It would be best for you . . . "
• Lecturing	• "Here is why you are wrong . . . " "Do you realize . . . "
3. Avoiding the Other's Concerns	3. Avoiding the Other's Concerns
• Diverting	• "Speaking of . . . " "Apropos . . . " "You know what happened to . . . "
• Reassuring	• "It's not so bad . . . " "You're lucky . . . " "You'll feel better"
• Withdrawing	• "I'm very busy . . . " "I can't talk right now . . . " "I'll get back to you"
• Sarcasm	• "I really feel sorry for you"

refer to them as "high-risk" responses because their impact is frequently negative and, as a general rule, they should be avoided. Nonetheless, a few of them can be effective in special circumstances.

The communication techniques and barriers to avoid are critical components of feedback. Effective and appropriate responses are difficult to develop because the barriers to communication are ingrained in our language and habits. For these reasons, it is important to practice the communication techniques in class and in your professional and personal lives as much as possible before proceeding to the feedback approaches. As the

communication techniques begin to be a part of your repertoire, they will enhance the feedback approaches.

REFLECTIVE PRACTICE

Class Practice

Everyone in the class should find a partner and face that person. Each student will take a turn listening and responding to his or her partner. The goal is to use the communication techniques to foster an effective interchange and to avoid falling into any of the barrier traps. Keep the crib cards handy to facilitate the learning process.

Step 1. Each partner should take a minute to think of a current personal or professional dilemma.

Step 2. Partner 1 will recount his or her dilemma.

Step 3. Partner 2 will show interest in the speaker's situation by using the listening and nonverbal techniques and avoiding the barriers (Tables 2.1 and 2.2).

Step 4. Partner 2 will choose reflecting and clarifying techniques to verify what he or she heard and to show understanding of the feelings expressed.

Step 5. Partner 1 will give feedback on how well Partner 2 used the techniques.

Change partners and repeat the cycle. Each cycle should take no more than 5 minutes.

APPROACHES TO PROVIDING FEEDBACK[1]

With communication techniques now in hand, we can discuss approaches that are fundamental to providing effective feedback. Some textbooks suggest that individual behavior can be divided into four major groups that require four styles of responses (Glickman, Gordon, & Ross-Gordon, 1998). For example, in his developmental model, Glickman et al. recommend four approaches to working with individuals:

1. Directive control
2. Directive informational
3. Collaborative
4. Nondirective

These approaches range from almost total supervisor control to primarily teacher control. The approach the supervisor chooses is supposed to match the specific teacher's level of development. In reality, many of us tend to favor one approach in our interactions with others. In the directive control approach, the supervisor makes the decision and tells the individual or group how to proceed. The supervisor who uses the directive informational approach frames the choices for the group or individual and then asks for input. In the collaborative approach, the supervisor and the individual or group share information and possible solutions as equals to arrive at a mutual plan. In the fourth approach, the supervisor helps the individual or group develop a plan or make its own decision. Glickman et al. (1998), for example, believe that the teacher's level of development, expertise, and commitment, and the nature of the situation, determine the choice of approach. Although we agree that "different folks need different strokes" and that varying school circumstances call for a range of approaches, our belief that meaningful learning is dependent on the learner's involvement in constructing that knowledge eliminates the need for the directive control approach. Many supervisors over the years have used this approach, many continue to follow it, and you may favor it yourself. Nonetheless, we think that the collaborative and nondirective models are the most effective, with the occasional application of a modified directive informational approach.

I. The Directive Informational Approach

KEY STEPS—DIRECTIVE INFORMATIONAL APPROACH

1. *Identify the problem or goal and solicit clarifying information.*
2. *Offer solutions. Ask for the teacher's input into the alternatives offered and request additional ideas.*
3. *Summarize chosen alternatives, ask for confirmation, and request that the teacher restate final choices.*
4. *Set a follow-up plan and meeting.*

This approach is used primarily for new teachers or those who are experiencing difficulties that they don't have the knowledge, expertise, or confidence to resolve on their own or collaboratively. These teachers are seeking or need direction and guidance from a supervisor who can provide expert information and experienced guidance. Nonetheless, the supervi-

sor wants the teacher to seek solutions and generate ideas so as to feel at least some ownership of the final choices. Therefore, the supervisor is the initiator of suggestions and alternatives that the teacher can then revise and refine and to which he or she can add his or her own ideas.

1. *Identify the problem or goal and solicit clarifying information.*

   Avoid small talk and focus immediately on the problem or goal in question. Ask the teacher for clarification of the situation so that you are both sure you are addressing the same problem or goal.

2. *Offer solutions. Ask for the teacher's input into the alternatives offered and request additional ideas.*

   Even though the new teacher might feel overwhelmed, the supervisor's ideas will probably stimulate his or her thinking. Offering input and requesting additional ideas will give the teacher a feeling of ownership and allow him or her to begin constructing a personal perspective. Separating the alternatives from the request for additional ideas allows the teacher to think through the suggestions and then come up with modifications or new possibilities.

3. *Summarize chosen alternatives, ask for confirmation, and request that the teacher restate final choices.*

   Verification that both supervisor and teacher have the same understanding of the final choices is crucial. Two people can easily interpret the same words differently or hear different words. Therefore, if each party repeats his or her understanding, any misunderstandings or differences in perceptions can be cleared before action is taken.

4. *Set a follow-up plan and meeting.*

   A concrete plan (written is preferable) and a scheduled meeting are the only ways that two very busy professionals can be sure of the follow-through that is crucial to the success of any plan.

II. The Collaborative Approach

KEY STEPS—COLLABORATIVE APPROACH

1. *Identify the problem from the teacher's perspective, soliciting as much clarifying information as possible.*
2. *Reflect back what you've heard for accuracy.*
3. *Begin collaborative brainstorming, asking the teacher for his or her ideas first.*
4. *Problem solve through a sharing and discussion of options.*
5. *Agree on a plan and follow-up meeting.*

In the collaborative approach, the goal is to resolve a problem or reach a goal through shared decision making. The supervisor encourages the teacher to develop his or her ideas first to allow maximum ownership. Nonetheless, the brainstorming and problem solving are shared, and disagreement is encouraged, with assurances that a mutual solution will be reached. The conference always ends with a restatement of agreed-on plans and setting up a follow-up meeting. Unresolved issues can be included in the planning process and revisited at the follow-up session.

1. *Identify the problem from the teacher's perspective, soliciting as much clarifying information as possible.*

   With the exception of some new teachers and those with problematic practices, the supervisor wants the teacher to initiate the discussion from his or her perspective. The more information provided, the clearer the situation for both parties. Therefore, a more complete description can be drawn out with prompts—that is, eye contact and encouraging open body language and nonverbal cues, paraphrasing, probing questions, and phrases such as "Tell me more"; "Uh-huh"; "I see"; "I understand."

2. *Reflect back what you've heard for accuracy.*

   It is crucial that you verify that you've heard accurately the content and perspective of the teacher. A summary of what you understood, with the teacher's verification of what you heard, can help avoid many misunderstandings and problems down the road. You may feel like you sound silly repeating; rest assured that the teacher is hanging on your every word to be sure that you heard and understood.

3. *Begin collaborative brainstorming, asking the teacher for his or her ideas first.*

   If the supervisor proposes options first, the teacher might not try and develop his or her own ideas and might just follow what the supervisor suggests. Because the teacher is the one most familiar with the situation, it is important to allow him or her to build on that knowledge or to decide to construct a different or new resolution.

4. *Problem solve through a sharing and discussion of options.*

   One of the greatest challenges to a supervisor in a collaborative approach is to encourage disagreement convincingly. Few teachers are accustomed to administrators fostering challenges and encouraging risk taking. Asking for the teacher's suggestions is a first step. Promoting an open dialogue about the options is the second step.

5. *Agree on a plan and follow-up meeting.*

   In the complex lives of teachers and administrators, a written plan of agreed-on solutions and those yet to be resolved will save a lot of time in the long run. Often, what seems time-consuming can be

"cost-effective" in the final analysis. Taking the time to write out a plan and set up the next appointment are the essential concluding steps.

III. The Self-Directed Approach

KEY STEPS—SELF-DIRECTED APPROACH

1. *Listen carefully to the teacher's initial statement.*
2. *Reflect back your understanding of the problem.*
3. *Constantly clarify and reflect until the real problem is identified.*
4. *Have the teacher problem solve and explore the consequences of various actions.*
5. *The teacher commits to a decision and firms up a plan.*
6. *The supervisor restates the teacher's plan and sets a follow-up meeting.*

The goal of the self-directed approach is to enable the teacher to reflect on the problem, draw conclusions, and construct his or her own alternatives. The supervisor serves more as a coach who does not express his or her point of view or ideas unless the teacher specifically requests them. The supervisor functions as the facilitator of the teacher's development of his or her own ideas. The outcome should always be the teacher's autonomous decision. Often, this approach is appropriate for a very knowledgeable and experienced teacher. It also can be successful in providing a sense of ownership when the teacher is the primary person responsible for carrying out a decision or when the decision or problem at hand has limited ramifications. A less experienced, but creative, promising teacher can also benefit from the guided ownership that this approach affords.

1. *Listen carefully to the teacher's initial statement.*

   As in the collaborative approach, the starting point is the teacher's perspective of the situation. The techniques and prompts are the same as in the collaborative approach: eye contact, body language, paraphrasing, verbal cues, and probing questions.

2. *Reflect back your understanding of the problem.*

   Again, as in the collaborative approach, verification that you have clearly and accurately understood the teacher's perspective is essential. Reflecting back what has been heard begins to accomplish this task. In addition, paraphrasing can clarify any uncertainty the supervisor may have about what has been expressed and can even allow the teacher to distance himself or herself from what was said and reflect on it from the outside.

3. *Constantly clarify and reflect until the real problem is identified.*

The crucial prerequisite to solving a problem is to conceptualize accurately what the problem is. Often, solutions are hidden in the identification of the problem, thereby limiting the range of resolutions. Thus, the real need must be ascertained. For example, your husband says he's taking the car, and you have a meeting. Your need is not necessarily to take the car but to find a way to get to the meeting. The facilitator's role is to use the reflecting/prompting/questioning process judiciously to permit the teacher to arrive at a crystallization of the need.

4. *Have the teacher problem solve and explore the consequences of various actions.*

   Once the need has been identified, simply ask the teacher to think of possible alternatives. Assist the teacher in walking through the steps, processes, and consequences of each action. Ask questions such as "What would happen if . . . ?" or "How would you . . . ?" Then ask the teacher to explore the advantages and disadvantages of the alternatives. At this point, the teacher may be ready to respond to concluding questions—that is, "Which do you think will work best? Why? In what ways would it be better?"

5. *The teacher commits to a decision and firms up a plan.*

   Once the teacher makes a choice, you can request a plan and encourage a walk-through of the next steps. "What, who, when, how, where" or the provision of simple planning forms that the teacher can complete may be part of the plan.

6. *The supervisor restates the teacher's plan and sets up a follow-up meeting.*

   It is important for the supervisor to restate the teacher's plan before ending the meeting. This verification will avoid future misunderstandings. In addition, even though the teacher owns the plan, the scheduling of a follow-up meeting to see how it's working should always conclude the session.

Approach Comparison

Table 2.3 provides a comparison of the direct informational, collaborative, and self-directive approaches to providing effective feedback in supervision.

GUIDELINES FOR REFLECTIVE PRACTICE

We believe that learning is most effective when the learner is actively involved in the learning process, when it takes place as a collaborative activ-

TABLE 2.3 Comparison of Approaches for Giving Effective Feedback

Direct Informational	*Collaborative*	*Self-Directive*
1. Supervisor identifies problem, then solicits clarifying information	1. Supervisor seeks to identify problem from teacher's perspective	1. Supervisor asks teacher to identify problem
2. Supervisor offers solutions and then requests input	2. Collaborative brainstorming for solutions	2. Clarification and reflection until teacher identifies problem
3. Supervisor summarizes and then asks for confirmation	3. Problem solve through sharing and discussion	3. Teacher problem solves and explores consequences
4. Teacher restates final choices	4. Joint agreement on plan	4. Teacher commits to decision

ity (Bridges, 1992), and when reflection is the means of observing, analyzing, considering, and reconceptualizing the experience. As we mentioned in Chapter 1, the process used in reflective practice can guide our development of new skills and change ingrained behaviors that may be inconsistent with internalization of the new skills. We first look at the stages of reflective practice and then discuss how they guide our development of supervisory skills.

Reflective practice is based primarily on two learning theories:

- *Experiential learning theory*, popularly associated with Dewey and Piaget, maintains that learning is most effective and likely to lead to behavior change when it begins with experience, especially problematic experience (Osterman & Kottkamp, 1993).
- *The situated cognition perspective* that Bridges (1992) popularized in problem-based learning argues that learning is most effective when the learner is actively involved in the learning process, when it takes place as a collaborative rather than an isolated activity and in a context relevant to the learner. This dialectic and cyclical process consists of four stages: experience, observation and reflection, abstract reconceptualization, and experimentation (Kolb, 1984).

In reflective practice, the first stage is to identify a problematic situation; the second is to reflect on the problem or experience—preferably in a collaborative, cooperative environment; the third is to consider alternate ways of thinking and acting; and the fourth is to test the reconceptualized behavior and assumptions. The cycle can begin again with the new concrete experience (see Figure 2.1).

Figure 2.1. Experiential Learning Cycle

Reflective practice serves two principal purposes in this book:

1. First, every idea, tool, and technique to foster internalization of the new learnings is accompanied by directions for reflective practice in the course classroom and on site.
2. Second, we hope to instill the ongoing experience of reflecting individually and collaboratively on developing skills as a habit that you carry with you in your personal and professional lives and that you model as an educational leader.

Before you try out your new skills in a classroom or with another teacher, it is important that you have the opportunity to experience and reflect on them in a safe environment. We have developed a method for you to role play all the interpersonal skills in this text. This method can also serve as a model for experiencing and reflecting on any communication skills or problematic situations you might want to rehearse. The only tools you need are two people who interact and a reflector with a watch or timer.

For the purposes of developing supervisory skills, the model presented is limited to the roles of a supervisor and a teacher. We first outline the roles and responsibilities in the process (see Table 2.4) and then provide specific feedback guidelines for the reflector (see Table 2.5).

TABLE 2.4 Reflective Practice Process

	Supervisor	*Teacher*	*Reflector*
1. Setting the scene (5 min.)	• Describes situation	• Listens carefully	• Starts monitoring time
	• Describes other person and possible reactions	• Asks clarifying questions	• Takes notes on key points
	• Reviews steps on card and mentally rehearses	• Mentally rehearses responses	• Simultaneously reviews steps on card
2. Practice (10 min.)	• Practices each step	• Responds consistently with the description of the other person	• Observes practice
			• Takes notes
			• Keeps practice focused
			• Monitors time
3. Feedback and Reflections (10 min.)	• Expresses personal reflections first	• Expresses personal reactions and reflections second	• Facilitates reflections and feedback
	• Follows reflection guidelines	• Follows reflection guidelines	• Provides summary
			• Offers notes to supervisor
			• Follows reflection guidelines

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SUMMARY

In this section, we have begun to lay the groundwork for developing the interpersonal skills that are a prerequisite for all effective supervisory practice. Before actually learning and practicing these approaches, the listening skills integral to the three approaches were outlined: phrases that show attentive listening, nonverbal cues, and reflecting and clarifying techniques. With these skills and techniques under our belts, we can now tackle the observational tools.

TABLE 2.5 Reflector's Feedback Guidelines

1. Ask the supervisor:
   - What went well in each of the steps?
   - What needs improvement?
   - What would you do differently next time?
2. Ask the teacher:
   - What do you feel the supervisor did effectively?
   - What areas do you feel need improvement?
   - What suggestions do you have for future interactions?
3. Offer your reflections:
   - Summarize what you heard specifically in each step.
   - Offer your reflections on what went well.
   - Provide your suggestions or alternatives.
4. Conclusion of feedback process:
   - Summarize key points of the feedback process.
   - Ask the supervisor for questions or comments.
   - Give your written reflections to supervisor.

SECTION 2: OBSERVATION TOOLS AND TECHNIQUES

> You can observe a lot by watching.
> ***Yogi Berra***

Teaching is a challenging art and science. Complicating matters are the incredibly fast-paced interactions between teachers and students as well as between students and students. Given the complex nature of classroom life (Jackson, 1990), tools for systematically recording classroom interactions are especially useful to assist teachers in understanding more fully and becoming aware of classroom behavior (Good & Brophy, 1997). The use of observation instruments, however, has been criticized because of its presumed directive and behaviorist and positivist orientation (e.g., Eisner, 1985). We heartily agree that use of observation instruments is problematic when directly connected to evaluation. We believe that "life in classrooms" is context bound, situationally determined, and complex. The supervisor is not and should not be the overseer or prescriber but, rather, the guide, facilitator, or collaborator. Relying on enhanced communication and shared understandings, the supervisor can effectively use observation instruments to encourage interpersonal and collegial relationships.

A major assumption of this section is that judicious use of reliable and easy-to-use observation techniques can increase a teacher's awareness of

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classroom behavior. Moreover, we would be negligent if we didn't include observation instrumentation in a manual devoted to instructional improvement. Through the use of these observation tools and techniques, supervisors and others involved with the supervision process will work more ably with teachers to improve instruction and, hence, promote student achievement.

Another major assumption in this section is that instructional improvement is best encouraged through instructional dialogue. Supervision, as a reflective process, is essentially concerned with enhancing teacher thought and commitment to improving instruction. Through the use of observation instruments, supervisors or those concerned with supervision are able to promote such improvement.

Many books or parts of books are devoted to describing various observation instruments, strategies, and techniques (e.g., Acheson & Gall, 1997; Boehm & Weinberg, 1997; Borich, 1990; Pajak, 1993; Willerman, McNeely, & Cooper Koffman, 1991). From our experience, we have found that some of these systems are difficult to implement. We have selected for this chapter only those observation tools and techniques that we have personally experienced to be easy to implement and effective toward promoting that all-important instructional conversation between supervisors and teachers.

OVERVIEW

Ten quantitative and four qualitative observation instruments highlight the remainder of this section. Each instrument is discussed in detail and examples are provided for implementation. We should note again that many observation instruments are not discussed in this chapter. The reader interested in an overview of other systems should consult Pajak (1993). We have discussed only tools and techniques that we have found personally useful. Other tools may, in fact, have equal utility. We also encourage you to develop new tools or adapt the ones we have included to meet your specific needs.

TEN GUIDELINES OF OBSERVATION

Before we introduce and explicate each tool, several guiding principles about observation should be kept in mind:

1. Good supervision is about engaging teachers in reflective thinking and discussion based on insightful and useful observation, not on evaluation.
2. Supervision, relying on the use of observation instruments to provide teachers information about their classrooms, is likely to enhance teacher thought and commitment to instructional improvement.
3. Observation is a two-step process: first, to describe what has occurred and, second, to interpret what it means.
4. Too often, we jump into what has been termed the interpretation trap. We jump to conclusions about a particular behavior before describing that behavior. When we interpret first, we not only lose description of that event, but we create communication difficulties that might result in teacher resistance.
5. The precise observation tool or technique should be chosen collaboratively between teacher and supervisor. However, in most cases, the teacher ultimately should determine the instrument to be used.
6. Observing a classroom is not necessarily an objective process. Personal bias should be acknowledged and discussed. Although two or more individuals may agree on what has occurred (during the description stage), they might interpret its meaning differently. Personal experience, beliefs, and prejudices can lead to misinterpretations. Awareness of the possibility of personal bias is the first step toward interpreting classroom behavior effectively and as objectively as possible.
7. Observing takes skill and practice. Quite often, we interpret as we observe. If these tools of observation are to be effective, then you must practice separating interpretation from description. This manual provides such practice.
8. Be aware of the limitations of observation. No observer can see or notice all interactions. Attempts to do so lead only to frustration and confusion. Start observations in a limited setting with a small group and observe one specific behavior, such as the quality of teacher questions.
9. Disclosure is an essential element for successful observation. Prior to entering the classroom, the observer should discuss with the teacher the following items: where to sit in the room, how to introduce the observer to students, and so on.
10. Don't draw conclusions based on one observation. Teachers have "bad" days and lessons sometimes don't work. Students, too, may have "bad" days. Multiple observations with different focuses are necessary.

FOURTEEN TOOLS AND TECHNIQUES FOR OBSERVATION

As we mentioned earlier, many excellent observation systems exist. Our intention is not to review all the systems for observation; rather, we introduce those tools for observation that we personally have used and think can be incorporated easily into almost any classroom situation. The teachers in our classes constantly adapt the tools provided and create new ones, often during the planning conference in collaboration with the teachers they are observing for the course.

Two major categories of observation tools exist: quantitative and qualitative. Quantitative approaches reveal the *amount* and the ratios of teacher-student behaviors; qualitative approaches reveal the *nature* of the observed behaviors. In other words, one category of tools reduces data into fixed or preestablished groups, and the other category describes a situation so that common themes may emerge.

Table 2.6 provides an outline of the tools and techniques we discuss next.

QUANTITATIVE OBSERVATION TOOLS

I. Categorical Frequency Tools

A *categorical frequency tool* is a form that defines certain events or behaviors that can be checked off at frequency intervals and counted.

A. Teacher Verbal Behaviors (Technique 1)

Materials. A watch with a second hand; a Teacher Verbal Behaviors chart (see Table 2.7)

Explanation. Supervisor and teacher collaboratively develop a list of no more than six teacher behaviors that will be checked off as they occur at frequency intervals of, for example, 1 minute. In Table 2.7, six teacher behaviors have been agreed on: information giving, questioning, answering, praising, direction giving, and correcting/reprimanding. You'll notice that during the first minute the teacher gave information, questioned, answered, and reprimanded. Note that the frequency of each behavior is not

TABLE 2.6 Summary of Observation Tools

Quantitative Approaches

I. Categorical Frequency Tools
   A. Teacher verbal behaviors (Technique 1)
   B. Teacher questions (Technique 2)
   C. Student on-task and off-task behaviors (Technique 3)

II. Performance Indicator Tools
   A. Gardner's multiple intelligences (Technique 4)
   B. Hunter's steps in lesson planning (Technique 5)
   C. Johnson and Johnson's cooperative learning criteria (Technique 6)

III. Visual Diagramming Tools
   A. Diagram of Verbal Interactions (Technique 7)
   B. Diagram of Teacher Space Utilization (Technique 8)

IV. Tailored Tools
   A. Feedback (Technique 9)
   B. Teacher-pupil interaction (Technique 10)

Qualitative Approaches

I. Detached Open-Ended Narrative Tool (Technique 11)

II. Participant Open-Ended Observation (Technique 12)

III. Child-Centered Learning Observation (Technique 13)

IV. Nonverbal (Technique 14)

recorded, merely the fact that the teacher behavior occurred within the time frame.

Postnote. Note that the observer and teacher may collaboratively decide on any kind of teacher verbal behavior, not just the ones listed in Table 2.7.

B. Teacher Questions (Technique 2)

Materials. A watch; a Teacher Questions chart (Table 2.8)

Special Prerequisite Knowledge. Familiarity with Bloom's Taxonomy

Explanation. Supervisor and teacher collaboratively decide to focus only on the number and quality of questions posed during a prespecified time period. In the case presented in Table 2.8, both teacher and supervisor agree

TABLE 2.7 Teacher Verbal Behaviors

Time Began: _____

	Information Giving	*Questioning*	*(Teacher) Answering*	*Praising*	*Direction Giving*	*Correcting/ Reprimanding*
1	X	X	X			X
2	X	X			X	X
3		X			X	
4	X			X	X	
5	X				X	
6		X				X
7	X					
8	X	X			X	
9						
10	X					
11	X				X	X
12						
13						
14	X					
15	X		X			X
16	X				X	X

Time Ended: _____

Class:_____

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that Bloom's Taxonomy will be used as the principal guide. Six of Bloom's levels are listed: knowledge, comprehension, application, analysis, synthesis, and evaluation. A tally is kept for each instance a question is posed. The observer listens to the question and decides into which of Bloom's categories the tally mark should be made. (Note that your knowledge of Bloom's Taxonomy is essential.) At the completion of the observation, totals are

TABLE 2.8 Teacher Questions

Time began:_____

Question Category	*Tally*	*Total*	*Percentage*
Evaluation	✓✓	2	.07%
Synthesis	✓✓✓	3	11%
Analysis	✓✓	2	.07%
Application	✓	1	.04%
Comprehension	✓✓✓✓✓✓✓✓	8	30%
Knowledge	✓✓✓✓✓✓✓✓ ✓✓✓✓✓✓	14	52%

Total questions asked: _____

Time ended:_____

Class:_____

Date:_____

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computed and percentages are calculated, as noted in Table 2.8. Note that the frequency of each type of question is recorded, but the question itself is not. If the teacher prefers a running record of each question posed, a tape recorder could be used.

Postnote. Note that this type of category frequency tool doesn't necessarily have to deal with "teacher questions." Any behavior that can be tallied may be observed using this format. Can you think of another example of a teacher behavior that can be tallied using this format?

C. Student On-Task and Off-Task Behaviors (Technique 3)

Materials. A watch with a second hand; a Student On-Task and Off-Task Behavior chart (see Table 2.9)

Special Prerequisite Skills. Although using Technique 2 is relatively easy without much practice, we suggest that you practice identifying student

on-task and off-task behaviors (Technique 3) prior to actually using the technique in a classroom with a class. Practice is needed because the key used is somewhat complicated. We suggest that you memorize and practice using the key prior to any real observation.

Explanation. Supervisor and teacher collaboratively decide to focus on student on-task and off-task behaviors. A list of student names is made as noted in Table 2.9. The students' names are listed according to their seat order beginning from the front row or table and going down each row or table. The observer should be situated to the side of the front of the room. Because the observer will be seen readily by the students, we suggest that the observer come into the class a couple of times prior to the observation to sit up front and make believe that he or she is taking notes to acquaint students with the observer's presence.

Observations are made in 5-minute intervals (depending on the number of students observed). In our case, 15 students are being observed. Thus, each student will be watched for 20 seconds (5 minutes = 300 seconds divided by the number of total students being observed (15) 20 seconds per student). The observer records what he or she sees using the key at the bottom of the chart. Again, familiarity with student on-task and off-task behaviors is essential for this technique to work properly. By the way, the precise on- and off-task behaviors also should be collaboratively developed between observer and teacher.

Postnote. Note that this type of category frequency tool refers to student behavior, whereas the previous two formats referred only to teacher behavior. Can you think of another example of student behaviors for which this technique can be used?

II. Performance Indicator Tools

A *performance indicator tool* allows the observer to record whether or not an action or activity listed on the observation instrument has been observed. Many types of performance indicators are possible. In other words, this tool can be applied to any action or activity that can be observed and recorded. We will provide three examples in which a performance indicator tool may be applied.

A. Gardner's Multiple Intelligences (Technique 4)

Materials. A performance indicator chart keyed to Gardner's eight intelligences (see Table 2.10)

TABLE 2.9 Student On-Task and Off-Task Behavior

Time When Sweep Began

Student	*9:00*	*9:05*	*9:10*	*9:15*	*9:20*	*9:25*	*9:30*	*9:35*
Tania	A	A	AT	A	A	A	OR	A
Manuel	A	A	AT	AT	A	OR	A	A
Vivian	AT	TK	TK	AT	AT	TK	AT	TK
Nurit	O	O	P	P	OT	O	O	OT
Joseph	OT	OT	AT	P	A	A	P	P
Michael	OT	OT	AT	P	O	AT	A	TK
Loi	AT	P	P	AT	P	P	P	OT
Helen	A	A	A	A	A	A	A	A
Mari/ Celi	AT	A	A	A	OR	A	A	A
Wayne	P	P	AT	AT	P	P	OR	OR
Virginia	P	A	A	A	P	AT	A	A
Colleen	OR	A	A	A	TK	O	AT	A
Hajime	OT	OT	OT	OT	OT	OT	OT	OT
Kahlid	TK	AT	A	TK	TK	TK	AT	AT
Maria	OR	A	A	A	TK	A	A	A

Key:

A = at task
AT = at task with teacher
TK = talking
P = playing
O = out of seat
OR = out of room
OT = off task

Total:

_____
_____
_____
_____
_____
_____
_____

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TABLE 2.10 Gardner's Model for Performance Indicators

Elements	*Response*	*Observations*
Logical/mathematical	Yes [✓] No [ ] N/A [ ]	Mathematical equation examples on board
Bodily/kinesthetic	Yes [ ] No [✓] N/A [ ]	No references made
Visual	Yes [✓] No [ ] N/A [ ]	Overhead transparencies used
Musical	Yes [ ] No [✓] N/A [ ]	No references made
Interpersonal	Yes [ ] No [✓] N/A [ ]	No references made
Intrapersonal	Yes [ ] No [✓] N/A [ ]	No references made
Linguistic	Yes [✓] No [ ] N/A [ ]	Problem-solving examples
Naturalistic	Yes [ ] No [✓] N/A [ ]	No references

Class: 3-310 Time: 1:15 p.m.
Date: 9-28-99

Source: Gardner (1993).

Explanation. Well versed in Gardner's intelligences theory, both observer and observee have collaboratively decided to record the extent to which Gardner's intelligences are incorporated into a fifth-grade science lesson. A prespecified period of time to observe the lesson is agreed on. The observer merely checks off whether or not the teacher addressed in any way each of Gardner's intelligences. The observer may comment on the nature or extent to which each intelligence was introduced and applied.

Postnote. Howard Gardner's theory is only one example for which a performance indicator tool may be applied. Can you think of another example for which this tool may be applicable?

Also, please note that we do not imply that teachers should be "checked" to see whether or not they have incorporated Gardner's theory—or any other theory, for that matter. We are merely suggesting that if a teacher "wants" to incorporate Gardner's intelligences, this performance indicator would be an ideal way to determine whether or not the teacher addressed each intelligence.

B. Hunter's Steps in Lesson Planning (Technique 5)

Materials. A performance indicator chart keyed to Hunter's lesson plan steps (see Table 2.11)

Explanation. Well versed in Hunter's lesson plan model, both observer and observee have decided collaboratively to record the extent to which Hunter's steps are incorporated into a 12th-grade foreign language lesson. A prespecified period of time to observe the lesson is agreed on. The observer merely checks off whether or not the teacher in any way addresses each of Hunter's steps. The observer may comment on the nature or extent to which each of Hunter's steps were introduced and applied.

Postnote. Again, we are providing only some examples for which a performance indicator tool may be applied. Can you think of another example for which this tool may be applicable?

C. Johnson and Johnson's Cooperative Learning Criteria (Technique 6)

Materials. A performance indicator chart keyed to the criteria applied to cooperative learning (see Table 2.12)

Explanation. Well versed in Johnson and Johnson's cooperative learning format, both observer and observee have decided collaboratively to record the extent to which the criteria of cooperative learning are incorporated into a 12th-grade foreign language lesson. A prespecified period of time to observe the lesson is agreed on. The observer merely checks off whether or not the teacher in any way addresses each of the cooperative learning criteria. The observer may comment on the nature or extent to which each cooperative learning criterion was introduced and applied.

Postnote. We are providing only some examples for which a performance indicator tool may be applied. Can you think of another example for which this tool may be applicable?

III. Visual Diagramming Tools

A *visual diagramming tool* portrays what happens visually in the classroom. Several types of visual diagramming tools are possible. Although we present just two examples, please note that others are possible. Also, the use of videotaping and audiorecording, although easily applied to al-

TABLE 2.11 Hunter's Steps in Lesson Planning

Elements	*Response*	*Observations*
Anticipatory set	Yes [ ] No [✓] N/A [ ]	No references made
Objective and purpose	Yes [ ] No [✓] N/A [ ]	Unstated—unclear
Input	Yes [✓] No [ ] N/A [ ]	Group discussion employed
Modeling	Yes [ ] No [ ] N/A [✓]	No references made
Checking for understanding	Yes [ ] No [✓] N/A [ ]	Teacher asked "Do you understand?" but did not check
Guided practice	Yes [✓] No [ ] N/A [ ]	Teacher circulates
Independent practice	Yes [✓] No [ ] N/A [ ]	Sample sheets distributed

Class: 10-406 Time: 11:15 a.m.

Date: 9-28-99

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most any tool, are particularly useful here to provide visual and/or auditory evidence.

A. Diagram of Verbal Interactions (Technique 7)

Materials. A verbal interaction chart outlining the seating arrangement of the particular class being observed (see, for example, Figure 2.2)

Explanation. A prespecified period of time to observe the lesson is agreed on. For purposes of analysis in this case, both supervisor and teacher have agreed on a 30-minute observation period. Six copies of Figure 2.2 in Resource B should be made for the observer to record verbal interactions in 5-minute increments; that is, one chart for each 5-minute period. Cross-hatching facilitates the recording of multiple interactions. (One of our students effectively used multiple transparencies of the seating chart as overlays for each 5-minute interval. She also used different colors of ink to represent each observation interval.)

TABLE 2.12 Johnson and Johnson's Cooperative Learning

Elements	*Response*	*Observations*
Explanation of academic and social objectives	Yes [ ] No [✓] N/A [ ]	No explanation of either occurred—just went into lesson
Teaching of social skills	Yes [ ] No [✓] N/A [ ]	Teacher merely said, "Cooperate"—no instruction
Face-to-face interaction	Yes [✓] No [ ] N/A [ ]	Students sitting quietly facing each other
Position interdependence	Yes [✓] No [ ] N/A [ ]	One set of responses required from each group
Individual accountability	Yes [ ] No [✓] N/A [ ]	None evident—teacher walked around classroom minimally
Group processing	Yes [✓] No [ ] N/A [ ]	Students rated their performance

Class: 4-417 Time: 9:15 a.m.
Date: 10/15/99

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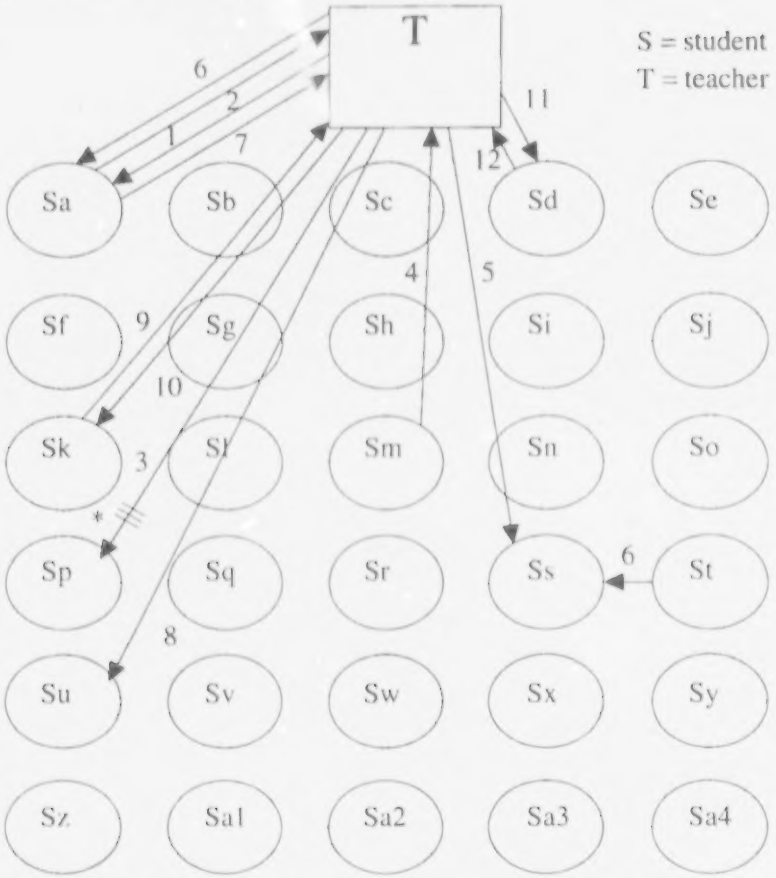
Each arrow indicates a complete statement directed to another individual, and the arrows are numbered in sequence. The observer should have extensive experience applying this technique so that recording can proceed smoothly and accurately. Figure 2.2 is provided as a training tool to interpret the verbal interaction provided.

Postnote. How might the use of audiorecording assist or hinder interpretation of the nature of verbal interactions in a lesson?

B. Diagram of Teacher Space Utilization (Technique 8)

Materials. A teacher space utilization chart outlining the room arrangement of the particular class being observed (see, for example, Figure 2.3)

Figure 2.2. Diagram of Verbal Interaction



* Example of cross-hatching
Class: 10-517
Date: 11-15-99
Time: 10:15 a.m.

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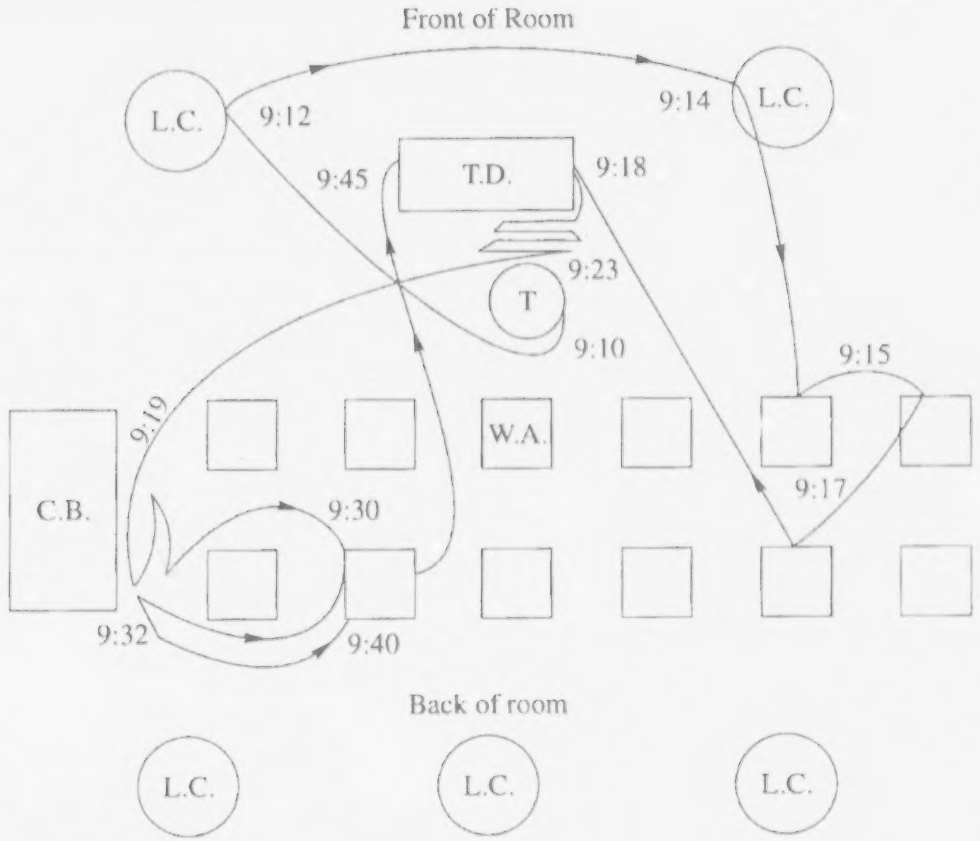
Explanation. A prespecified period of time to observe the lesson is agreed on. The observer charts teacher movement around the room and, at the same time, records the times.

Postnote. How might the use of videotaping assist or hinder interpretation of the nature of teacher space utilization?

Figure 2.3. Diagram of Space Utilization



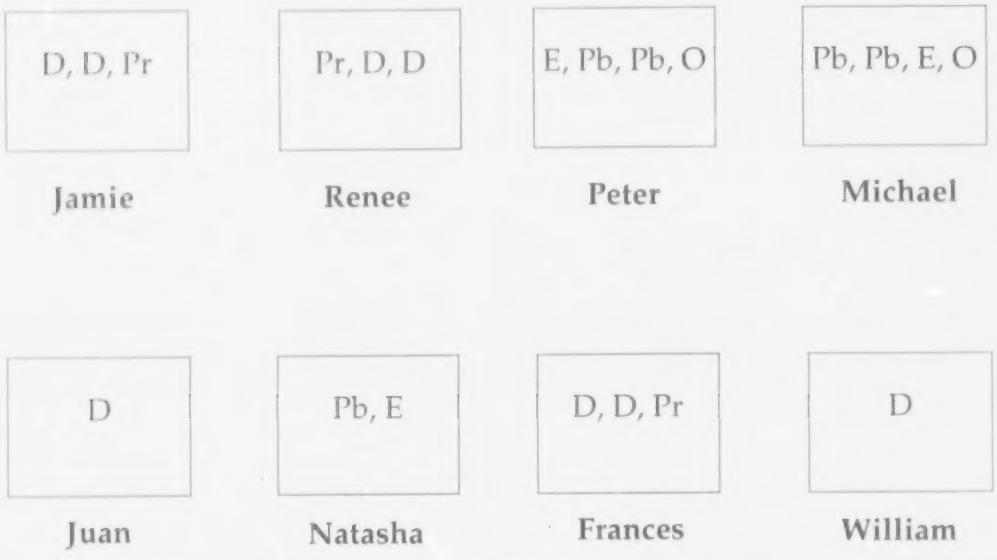
Source: C. D. Glickman, S. P. Gordon, and J. Ross-Gordon, *Supervision of Instruction*, 4th ed. Copyright © 1998 by Allyn & Bacon. Reprinted/adapted by permission.
Key: T.D. = teacher's desk; L.C. = learning center; C.B. = chalkboard; W.A. = work area. Note that, of course, the diagram should be drawn for the room in which the observation takes place.

IV Tailored Tools

The term *tailored tools* refers to tools especially developed or created based on a teacher's unique concerns. The teacher, in other words, wants the observer to focus on a specific area or areas. Tailored tools fall into the quantitative approach because numerical data are collected.

Many types of tailored tools are possible. As the name implies, these techniques are "tailored" to the needs and interests of teachers. Although we present just two examples, please note that others are possible.

Figure 2.4. Feedback



Key: Pr = prompted; Pb = probed; E = encouraged; O = positively reinforced; D = discouraged

A. Feedback (Technique 9)

Materials. A feedback chart outlining the seating arrangement of the particular class being observed (see, for example, Figure 2.4)

Explanation. A prespecified period of time to observe the lesson is agreed on. At a preconference, the teacher informs you that he or she is interested in whether or not he or she prompts, probes, and encourages student responses. He or she is also interested in how often positive reinforcement is used and how often pupils' responses are discouraged. A key is then developed collaboratively by the observer and the observee during the preconference. Once categories and the key are approved, the observation may be scheduled.

A reproducible version of Figure 2.4 is provided in Resource B as a training tool for interpreting the recorded feedback.

Postnote. Can you develop another chart that might be keyed to another concern a teacher might have?

B. Teacher-Pupil Interaction (Technique 10)

Materials. A teacher-pupil interaction chart (see, for example, Table 2.13)

Explanation. In this case, the teacher wants the observer to focus on an individual student. The teacher informs you that he or she is having difficulty with Steve. The teacher complains that Steve's behavior gets progressively worse during a lesson and that the teacher is at his or her wits' end. A prespecified period of time to observe the lesson is agreed on. The observer observes and records the student's behavior as well as noting the teacher's reaction.

A reproducible version of Table 2.13 is provided in Resource B as a training tool for interpreting the teacher-student interaction during this particular lesson.

Postnote. What other kinds of tailor-made tools can you create?

QUALITATIVE OBSERVATION TOOLS

I. Detached Open-Ended Narrative Tool (Technique 11)

Also known as selective verbatim (Acheson & Gall, 1997) or script taping (Hunter, 1983), the observer records every person, event, or thing that attracts her or his attention. Whatever the observer considers significant is recorded. The observer simply records exactly what is said during the lesson; hence, a verbatim transcript is taken. Not all verbal communications are recorded; only those the observer feels are significant or those communications agreed on by both supervisor and teacher beforehand. Hence, only selected portions are recorded. Of course, no prearranged categories or questions are developed.

Selective Verbatim

Materials. A notepad or laptop to record observations

Explanation. Supervisor and teacher collaboratively agree that anecdotal evidence will be collected during a prespecified period of time.

TABLE 2.13 Teacher-Pupil Interaction

Time	*Student: Steve*	*Teacher: Clara Weingarten*
9:05	Disturbing another student	Moves toward Steve
	Ceases misbehavior	
9:13	Leaves desk; begins wandering around room	Establishes eye contact with Steve
	Returns to seat	
9:18	Playing with friend	Criticizes Steve
	Throws ruler	Tells Steve to see her after class
	Grumbles under breath	
9:30	Off task/passive	Approaches Steve; touches him on the shoulder; quietly asks him to go back to his seat
	Back on task	

Class: 2-517
Date: 11-6-00
Time: 9:00 a.m.

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Open-Ended Narrative

Fifth-grade class; 13 boys and 12 girls; self-contained classroom; Amy Clayman, teacher; 9:45 a.m. I enter as Ms. Clayman tells class to take out their math books. As Ms. Clayman gives instructions for the math assignment, four students (two male and two female) are out of their seats, hanging their clothing in the rear classroom closet. The girl is talking. Ms. Clayman tells her to be quiet and sit down. Teacher takes attendance by reading class roster, name by name. After about 3 minutes, a monitor enters classroom and teacher is recording daily attendance; noise level in class rises. Monitor leaves room. Teacher walks back and forth as students get quiet. At 9:53 a.m., Ms. Clayman asks a girl to tell the class what the answer to the first math problem is. Student responds; class attentive. Ms. Clayman asks a boy, "Can you answer question #2?" Student responds. Teacher calls on a boy who also responds, with a different answer. Ms. Clayman probes and asks boy to explain. Ms. Clayman asks another student to answer the question. Girl responds. Teacher asks another question to a boy and probes. Teacher proceeds this way for the next 15 minutes. Ms. Clayman then asks the class, "How may we figure out how

much carpet to buy if the room is 10' by 15'?" No one raises a hand to answer. Ms. Clayman repeats the question. Still, no response. Teacher draws a diagram on the board and then James calls out, "Oh, I know." Students giggle. Ms. Clayman tells class "Now, stop that. Pay attention. Go ahead James, tell us." James mumbles something. Ms. Clayman requests that he speak more clearly. James is silent. Teacher then explains to the class how to compute the area of a rectangle. She writes several problems on the board and then calls on several students to solve them.

Postnote. The ability of the observer to accurately and quickly record information is essential. Recording such information may appear simple, but much practice is required.

II. Participant Open-Ended Observation (Technique 12)

Participant open-ended observation refers to a situation in which the observer partakes in the classroom activities. The observer may assist in the instruction by working with a group or helping individual students.

The observer may take notes or just jot down some ideas for later recall. The advantage of having the observer "participate" in the class is that many insights may be culled from direct participation that might otherwise be missed from detached observations.

The types of observation possible are similar to detached open-ended narratives. Using this procedure, the observer either makes notes during the activities or simply summarizes events after the observation period. The essential element here is that the observer is in a unique position to better understand classroom interactions because he or she is actively involved.

Observers should feel free to vary their approaches (detached or participant), depending on a given situation. Sometimes, for example, a teacher may feel uncomfortable having the supervisor participate, explaining that it may be distracting. We highly suggest arranging the format of observation with the teacher in advance.

III. Child-Centered Learning Observation (Technique 13)

Based on constructivist learning theory, *child-centered learning observation* focuses primarily on the learner, the student, rather than on the instructor. By incorporating a qualitative approach (detached or participatory), the observer may record observations in response to these and other learner-centered questions:

- Were the children learning/thinking?
- What kinds of questions were being asked (e.g., open)?
- How were children treated?
- What opportunities were provided for children to learn in different ways?
- Who is the source of knowledge?
- Were kids talking to kids?
- Were children designing their own learning?
- Who assesses learning?
- What did we learn about the children?

Child-centered learning observations provide invaluable insights into student learning that would otherwise be overlooked by focusing only on the teacher. They also allow the teacher to reflect on the causes of the students' behavior or responses, which may have originated in the teacher's interaction with the students.

Nonverbal

Materials. Nonverbal observation chart (see, for example, Table 2.14)

Explanation. Observations are collaboratively arranged and made in a series of short visits at various times during one day or over several days. Although a checklist can be used noting each time the teacher uses a particular nonverbal technique, we prefer the observer to keep a running record of the types of nonverbal interactions used along with annotations describing the nature and impact of those interactions.

Table 2.14 in Resource B is provided as a training tool to interpret the teacher-student interaction during this particular lesson.

IV. Nonverbal Techniques (Technique 14)

Proxemics is the teacher's use of perception and space. The closer a teacher is to a student, the less likely the student is to behave inappropriately. For example, the teacher may stand near or move toward a potentially disruptive student as a behavior control strategy. This technique works best with teachers who customarily stand and move about. Another use of proxemics is to arrange classroom furniture in such a way as to convey warmth and closeness.

Kinesics is the teacher's use of facial and body cues, such as smiling, frowning, staring, pointing, or placing hands on hips. These cues communicate strong messages, work well from a distance, and help signal individ-

TABLE 2.14 An Observation Chart

Nonverbal Technique	*Anecdotal Observations*
Proxemics Standing near student(s) Moving toward student(s) Touching student(s) Moving about room	
Kinesics Eye contact Touching Smiling Nodding affirmatively Open arm movements Frowning Stern look Finger to lips Pointing Arms crossed Hands on hips	
Prosody Varies voice tone Varies pitch Varies rhythm	
Immediacy Responds with warmth	

uals and groups when they are disrupting others. Kinesic cues should be considered as an aid to conventional classroom management methods. The best way to learn these cues is to practice them with others and in front of a mirror.

Prosody is concerned with tone, pitch, and rhythm of the teacher's voice and communicates the importance of what is being said. Teachers

who use this tool know that yelling and high-pitched voices tend to excite rather than calm students. Effective use of prosody can convey caring, empathy, and warmth as well as a love of teaching and students.

Immediacy is the degree of perceived or psychological closeness between people. Teachers who use this technique are physically close to students, use socially appropriate touching, exhibit warmth, and use open body postures while communicating. For example, lightly touching a student's shoulder or upper arm while explaining an assignment tells that student the teacher cares and wants him or her to be successful.

SUMMARY

We have described two approaches to observation: quantitative and qualitative. A total of 14 techniques were reviewed and practiced. We have not included videotaping and audiorecording as separate tools; rather, they are valuable instruments that can be used with any of the tools and techniques described in this chapter. According to Acheson and Gall (1997),

> Video and audio recordings are among the most objective observation techniques. . . . They allow teachers to see themselves as students see them. . . . [T]hey can pick up a great deal of what teachers and students are doing and saying. A good recording captures the "feel" of classroom interaction. (p. 111)

Videos and audios, according to Acheson and Gall, are examples of "wide lenses" that are particularly useful "in supervising teachers who are defensive or who are not yet ready to select particular teaching behaviors for improvement" (p. 107). Acheson and Gall conclude, "After reviewing wide-lens data, these teachers may be more ready to reflect on their teaching, identify specific teaching behaviors for focused observations, and set self-improvement goals" (pp. 107-108). We agree.

CONCLUSION

> Research demonstrates that teachers are likely to change their instructional behaviors on their own after their classroom has been described to them by an observer. Observation is a mirror and thus a stimulus for change. Good supervision is about engaging teachers in reflective thinking and discussion based on insightful

and useful observation tools and techniques. In the next and last section of this chapter, we place these observation tools within the context of a clinical supervision program.

SECTION 3: CLINICAL SUPERVISION CYCLE

> The way in which supervisors try to bring about change largely determines how teachers respond to the challenge. Supervisors can mandate change externally, or they can, together with teachers, build collaborative cultures that encourage the seeds of change to take root and grow.
>
> *(Grimmet, Rostad, & Ford, 1992, p. 185)*

In this section, we first present and explain our definition of clinical supervision and then offer an adaptation of clinical supervision titled "Reflective Clinical Supervision." An outline of the steps for each part of the cycle (except the actual observation) is accompanied by brief case studies. Opportunities to practice each phase are included.

A DEFINITION OF CLINICAL SUPERVISION

Although the sequence of a preconference, classroom observation, and postconference already existed in the 1920s during the era of democratic supervision, Morris Cogan is credited with developing the elaborated concept and techniques that make up the clinical supervision cycle that has emerged as a major force in educational supervision since the 1960s. Edward Pajak (1993) related that Cogan "viewed clinical supervision as a vehicle for developing professional responsible teachers who were capable of analyzing their own performance, who were open to change and assistance from others, and who were above all, self-directing" (p. 76). This definition encompasses some of the assumptions that we believe underlie effective supervision: (a) It does not explicitly restrict supervision to the supervisor, opening up the possibilities that change and assistance can come from many sources, and (b) it emphasizes self-analysis and self-direction, important components of reflective practice. We expand the definition to include classroom teaching and learning as the focuses of improvement and collaborative as well as individual analysis and reflection.

Before we define supervision, and learn and practice an adaptation of the clinical supervision cycle, it is important to understand that clinical su-

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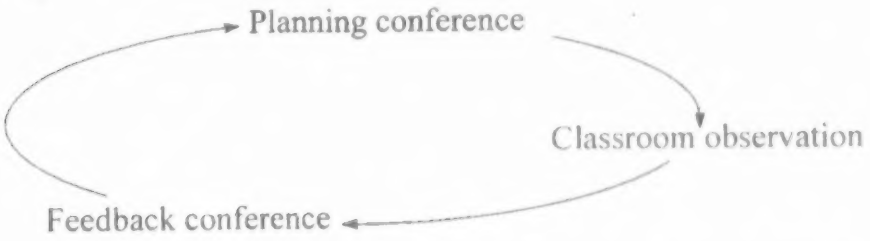
pervision is not only a structure but a concept, and as such, it contains a series of assumptions. Goldhammer, Anderson, and Krajewski (1993) outlined nine major characteristics of clinical supervision that we believe are consistent with any of the approaches and structures in this book:

1. It is a technology for improving instruction.
2. It is a deliberate intervention into the instructional process.
3. It is goal-oriented, combining the school's needs with the personal growth needs of those who work within the school.
4. It assumes a professional working relationship between teacher(s) and supervisor(s).
5. It requires a high degree of mutual trust, as reflected in understanding, support, and commitment to growth.
6. It is systematic, although it requires a flexible and continuously changing methodology.
7. It creates a productive (i.e., healthy) tension for bridging the gap between the real and the ideal.
8. It assumes that the supervisor knows a great deal about the analysis of instruction and learning and also about productive human interaction.
9. It requires both preservice training (for supervisors), especially in observation techniques, and continuous inservice reflection on effective approaches. (pp. 52-53)

Richard Weller's (1997) formal definition of clinical supervision provides a basis on which we can develop our cycle of supervision: "Clinical supervision may be defined as supervision focused upon the improvement of instruction by means of systematic cycles of planning, observation, and intensive intellectual analysis of actual teaching performances in the interest of rational modification" (p. 11). Weller referred to the three phases of the clinical supervision cycle as represented in Figure 2.5.

We add a fourth phase to the three activities of planning, observation, and analysis through a feedback conference: a collaborative reflection and analysis of the process and its findings. If you juxtapose the four steps that we propose with the four steps of the reflective practice cycle (see Figure 2.6), you will observe that they are correlated: (a) The planning phase of the clinical supervision cycle is similar to the concrete experience or problematic or indeterminate situation of reflective practice (the goal is to pinpoint an experience for examination and analysis); (b) the observation phase of clinical supervision, which is followed by individual analysis, is analogous to the observation and analysis stage of reflective practice; (c) the feedback conference, which involves the joint analysis of the data and the reconceptualization and planning for the next cycle is comparable to the

Figure 2.5. Three Phases of the Clinical Supervision Cycle



abstract reconceptualization stage of reflective practice; and (d) the collaborative reflection phase that we added differs somewhat from the active experimentation stage of reflective practice. Our fourth phase allows the supervisor and teacher to reflect on how the supervision process and its results worked before reentering the planning phase. In the reflective practice model, the reconceptualized ideas are actually put into action, completing the cycle and simultaneously beginning another (Osterman & Kottkamp, 1993).

It is apparent that in our model, the reflective process takes center stage in the clinical supervision cycle. The planning conference is the first step in the process and is crucial in determining the tone, content, and approach to the cycle.

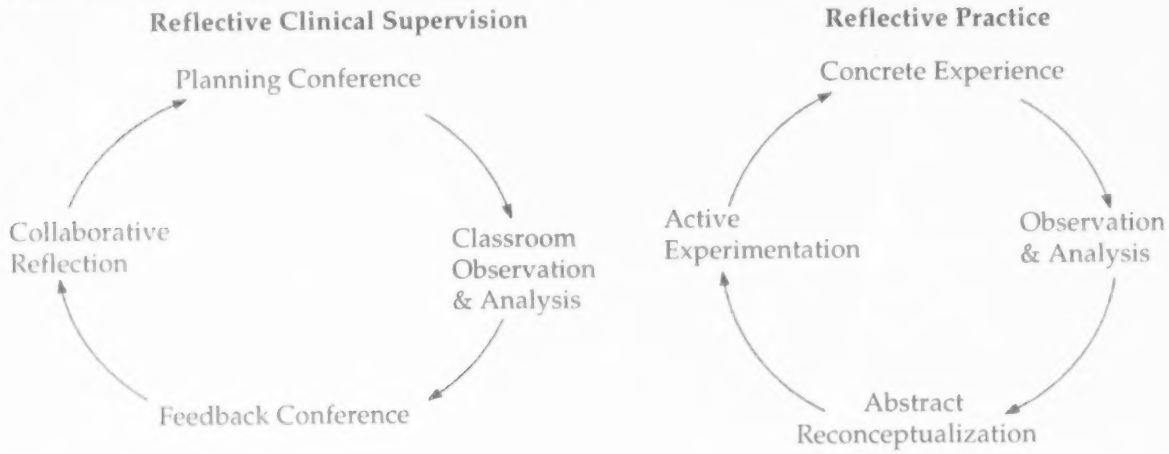
The Planning Conference

Elena Santiago, newly appointed principal of New Hope Middle School, began her first set of classroom observations as early as possible in the fall. She hoped to develop trusting relationships that would permit her and the teachers to focus on the improvement of teaching and learning, not on the bureaucratic process of evaluation. Because her assistant principal could accomplish only some of the required observations and she wanted to be actively involved with what was going on in the classroom, she decided to meet with and observe the newest teachers herself first.

We have found that the change process often begins during the planning conference. The discussion and choice of focus frequently lead to a decision to try new strategies. The teacher can practice the innovations before the actual observation or implement them for the first time during the observation.

Elena set up a planning conference with a brand-new language arts teacher. She had heard that Sylvia, a recent graduate of a high-quality master's program, was having difficulty implementing her student-centered practices. Some of the students had not been exposed to cooperative learning groups before, and rumor had it that some of her classes were out of

Figure 2.6. Comparison of Reflective Clinical Supervision With Reflective Practice



control. Nonetheless, Elena decided to query Sylvia about what she felt her concerns were. To make Sylvia comfortable, Elena set up a meeting in Sylvia's classroom, not in the principal's office.

Elena: Hi, Sylvia. How's it going?

Sylvia: OK, I guess.

Elena: Since I will be beginning nontenured teacher observations, I thought we could discuss a particular area, interest, or concern that could be the focus of the observation.

Sylvia: Gosh, I wouldn't know where to start. You pick it.

Elena: I know that you use a lot of exciting innovative teaching methods. Is there any one in particular that you'd like some feedback on?

Sylvia: Mmm . . . I've been trying to have the students work in cooperative groups to discuss their writing, and it doesn't seem to be working in some classes. I have a rambunctious seventh-grade class that doesn't work well in groups at all, and I can't seem to get control of the process. Could you sit in on that class?

Elena: Sure. Let me show you a couple of tools I could use to observe the groups and see which one you think might pinpoint your concerns.

They decide to use the Cooperative Learning Performance Indicator instrument created by Johnson and Johnson.

Elena: When is a convenient time for me to visit when you will be using cooperative groups with the seventh-graders?

Sylvia: How about third period next Tuesday? They're usually awake by then but not yet completely out of control.

Elena: Fine. Next Tuesday, October 1, third period. While we're at it, could we set a time to meet after the observation? How about during your professional period the following day?

Sylvia: Sounds OK to me.

Elena: Agreed. Third period on Tuesday and second period on Wednesday. By the way, if you have any other input that would be helpful before I visit, don't hesitate to stop in and share it with me. I'm looking forward to seeing students use this wonderful method.

KEY STEPS—PLANNING CONFERENCE

1. *Decide collaboratively the focus of the observation.*
2. *Determine the method and form of observation.*
3. *Set the time of the observation and postconference.*

The goals of the planning conference are:

- To identify teacher interests and concerns in a collaborative manner
- To clarify that the primary purpose of the observation is to improve teaching and learning
- To reduce stress and make the teacher feel comfortable about the process
- To choose an observation tool and schedule the visit and postconference

The three steps of the planning conference are:

1. *Decide collaboratively the focus of the observation.*

   Although the chief purpose of the observation is to improve instruction, it is essential to have the teacher's perspective on his or her concerns and interests. Even a new teacher can help identify the primary or most urgent concerns. Change occurs most easily if the teacher has a role in providing the focus.

2. *Determine the method and form of observation.*

   Once the focus is determined, the supervisor can discuss the appropriate tools. The supervisor will decide whether to include the teacher in making the choice of the observation tool. A newer or less secure teacher may have enough to cope with without taking part in that decision.

3. *Set the time of the observation and postconference.*

   It is important, wherever possible, to provide the teacher with the opportunity to choose the day and time. The teacher knows in which class the focus that he or she has chosen can best be observed. Once he or she has had a role in deciding the focus, the choice is simplified. It becomes a learning experience with less likelihood of the visit being an occasion to put on a show.

KEY STEPS—THE OBSERVATION

1. *Finalize the choice of observation tool.*
2. *Conduct the observation.*
3. *Verify the postconference meeting time, and offer a copy of the observation tool to the teacher wherever appropriate.*
4. *Analyze facts of the observation, and begin thinking of interpretations.*
5. *Choose a postconference interpersonal approach.*

---

1. *Finalize the choice of observation tool.*

   The supervisor finalizes the choice of an observation tool from Section 2 of this chapter, preferably after consultation with the teacher during the planning conference.

2. *Conduct the observation.*

   The observation takes place at the agreed-on time. The teacher should be less anxious about your presence and your writing because he or she has chosen the focus and is familiar with the instrument you are using to document it.

3. *Verify the postconference meeting time, and offer a copy of the observation tool to the teacher wherever appropriate.*

   At the end of the class, the supervisor reminds the teacher of the scheduled postconference. Where appropriate and feasible, the supervisor supplies the teacher with a copy of the completed observation tool so that they both can examine it individually before the conference.

4. *Analyze facts of the observation, and begin thinking of interpretations.*

   It is preferable for the supervisor to analyze and interpret the observation tool as soon as possible after the class, while the observation is fresh in his or her mind. Study and analyze the facts and then begin to think about an interpretation of the findings. Don't jump to conclusions before meeting with the teacher. It is important to get the teacher's perspective before finalizing an interpretation.

5. *Choose a postconference interpersonal approach.*

Now that the supervisor has held the planning conference with the teacher and actually observed the teacher in the classroom, the supervisor should be able to determine which interpersonal approach is appropriate for the postconference.

The Postconference

We now provide a scenario based on the directive informational approach presented in Section 1 of this chapter.

Scenario

In this scenario, we return to Elena and Sylvia. You will remember that Elena is the recently appointed principal of New Hope Middle School and Sylvia is a new, young language arts teacher who is trying to implement the cooperative learning methodology she learned in college and who is running into some difficulties. She asked Elena to observe her rambunctious seventh-grade class during a writing process cooperative learning workshop. Elena chose Johnson and Johnson's Cooperative Learning Performance Indicator as the observation tool (Table 2.12) and shared a copy of the results with Sylvia immediately, so she could review it before the postconference the following day. The scheduled meeting was in Sylvia's classroom during her professional period.

Elena: Did you get a chance to look at the Cooperative Learning Performance Indicator?

Sylvia: I was devastated! Despite your attempts to write positive comments, it looks like I didn't get any of the responses right.

Elena: They seemed to know what they were supposed to be doing because they kept on arguing about how they weren't following the rules! I didn't see them referring to written guidelines or following a clear sequence. How much preparation did they have before they began using the process?

Sylvia: I handed out a sheet one day for them to study at home, and then I had them try it out the next day.

Elena: Maybe it was too much too soon. Don't forget that some of these students haven't had much opportunity to work collaboratively. They are fortunate to have you as a teacher with all your current knowledge! This class in particular may need much more practice and role

playing of the different roles before they can run their own groups. Have you ever tried the fishbowl technique, where a volunteer group models the process in the middle while the others watch and then comment at the end? They also need to keep their instructions in front of them and make sure that the reflector has time to provide feedback at the end. Perhaps the reflectors can share who performed the roles most effectively in each group before the end of class. What do you think? Do you have any ideas?

Sylvia: I love your ideas, and they made me think of others. I can assign them as homework the job of making 3 × 5 cards for each job. They can then use the cards to direct their group work. And I could get a volunteer to videotape a group so they can see for themselves how they did.

Elena: Wonderful ideas! Let's review your plans and jot them down on the observation sheets so that we don't forget. First, you'll give them the 3 × 5 card assignment. The next day, a group will model the process using the fishbowl technique. Then you'll ask for a volunteer to videotape a group and ask the reflectors to identify who performed most effectively in each group. We can think of further incentives if these work. Do you want to go over them so we're sure we are on the same wavelength?

Sylvia: Sure. I can't wait to try these ideas. I'll give them the card assignment tomorrow. The next day, we'll do the fishbowl technique. Then I'll ask for videotaping volunteers. The following day, I'll explain the reflector's new role, and we'll try our first practice. How does that sound to you?

Elena: Terrific. How about meeting next week at the same time to touch base on how it's working? If it's going as planned, we can brainstorm some other refinements. Your feedback can help us decide if I need to revisit that class or if we can move on to another area.

KEY STEPS—DIRECTIVE INFORMATIONAL APPROACH

1. *Identify the problem or goal and solicit clarifying information.*
2. *Offer solutions. Ask for the teacher's input into the alternatives offered and request additional ideas.*
3. *Summarize chosen alternatives, ask for confirmation, and request that the teacher restate final choices.*
4. *Set a follow-up plan and meeting.*

Collaborative Reflection

The purpose of the collaborative reflection is to think about the value of the supervision cycle just completed. This discussion can take place toward the end of the postconference, at a scheduled time after the postconference, informally soon after the postconference, or if schedules are really tight, as written feedback. The questions are simple (in fact, they are a variation of the reflector's questions in the Reflective Practice Guidelines presented in Chapter 1: "What went well?" "What needs improvement?" "What would you do differently?") and are the prototype for most effective feedback processes.

KEY STEPS—COLLABORATIVE REFLECTION[2]

1. *What was valuable in what we have been doing?*
2. *What was of little value?*
3. *What changes would you suggest for the next cycle?*

CONCLUSION

This section has permitted us to expand our understanding of clinical supervision and become acquainted with one version of reflective clinical supervision. The cycle presented consists of four stages:

1. The planning conference
2. The observation
3. The postconference
4. The collaborative reflection

NOTES

1. The approaches in this section are adapted from Glickman, Gordon, and Ross-Gordon (1998).
2. These questions are adapted from Glickman, Gordon, and Ross-Gordon (1998).

CHAPTER 3

Alternative Approaches to Supervision and Next Steps

In the preceding chapters, we have laid the foundation to improve teaching and learning through three steps: (a) interpersonal approaches, (b) the use of diverse observation instruments, and (c) the application of these approaches and instruments in the whole reflective clinical supervision cycle. In the first part of this chapter, we introduce briefly six alternative approaches to supervision:

1. Cognitive coaching
2. Mentoring
3. Peer coaching
4. Portfolio assessment
5. Peer assessment
6. Action research

Whereas the process of reflective clinical supervision can be and is often integrated into many of these alternative approaches, the focus in this section is primarily on peer and teacher-centered supervision or coaching. **If you are interested in implementing any of these models, we recommend that you read the case studies in *Supervision That Improves Teaching* (Sullivan & Glanz, 2000) and follow the other reading suggestions included with each approach.**

The second part of this chapter facilitates the drafting of your personal supervisory platform and the development of a personal plan to put

improvement of instruction at the center of supervision in your profession environment. The process of fleshing out your ideas and beliefs will help guide you in planning this journey.

SIX ALTERNATIVE APPROACHES

COGNITIVE COACHING

> Cognitive coaching can help teachers expand their repertoire of teaching styles, exploring untapped resources within themselves.
> *(Garmston, 1993, p. 57)*

A Definition

Cognitive coaching is a model used in either supervision or peer coaching that supports informed teacher decision making. Rooted in the clinical supervision theories of Goldhammer (1969) and Cogan (1973), cognitive coaching adds the dimension of enhancing teachers' intellectual growth. It teaches a set of strategies for creating a school environment that builds teachers' intellectual capacities and fosters teachers' abilities to make changes in their own thinking and teaching processes.

Research indicates that teaching is a complex intellectual activity. When teachers engage in higher-level thinking, they produce students who are higher achieving, more cooperative, and better at solving problems.

Cognitive coaching involves both verbal and nonverbal skills, including (a) withholding judgment; (b) posing open-ended, mediative questions; (c) using silence; (d) paraphrasing; (e) probing; (f) summarizing; (g) developing elegant communication skills; and (h) working effectively with others who display a range of philosophical, modality, and style differences.

Stages for Implementation

To effectively implement the cognitive coaching strategy, the reader is advised to read Costa and Garmston's (1994) *Cognitive Coaching*, view the videotapes produced by the Association for Supervision and Curriculum Development (ASCD, 1995b), and even attend one of Costa and Garmston's popular coaching workshops. The reader will also have to

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master the subtleties of the language of cognitive coaching, which rely not only on posing thought-provoking questions but on fully understanding the nuances of body language and other nonverbal behaviors. Therefore, the stages for implementation below should be viewed as general guidelines:

Cognitive Coaching

Goals:

- Establishing and maintaining trust
- Facilitating learning (including reflection on the lesson, using higher-order thinking skills, and self-analysis)
- Enhancing growth toward cognitive autonomy (self-coaching and evaluation of one's performance)

Coaching Functions in Four Phases of Instructional Thought:

I. *Planning* (preconference phase): Coaches mediate by having the teacher do the following:
   A. Clarify lesson goals and objectives
   B. Anticipate teaching strategies and decision
   C. Determine evidence of student achievement
   D. Identify the coach's data gathering focus and procedures

II. *Teaching* (observation phase): Coaches gather data by observing the following:
   A. Evidence of student achievement
   B. Teacher strategies and decisions

III. *Reflecting* (postconference phase): Coaches mediate by having the teacher do the following:
   A. Summarize impressions and assessments of the lesson
   B. Recall data supporting these impressions and assessments
   C. Compare planned with performed teaching decisions, and student learning
   D. Infer relationships between student achievement and teacher decisions and behavior

IV. *Applying* (postconference phase): Coaches mediate by having the teacher do the following:
   A. Synthesize teacher learnings and prescribe applications
   B. Reflect on the coaching process; recommend refinements

MENTORING

> The mentor-mentee relationship is, indeed, a transformative one that can forever change the course of one's life.
> ***(Clenkus, Grant Haworth, & Kavanagh, 1996, p. 2)***

A Definition

Mentoring is a process that facilitates instructional improvement wherein an experienced educator and a novice or less experienced teacher collaboratively and nonjudgmentally study and deliberate on ways in which instruction in the classroom may be improved. Mentors are not judges or critics but facilitators of instructional improvement. Mentoring programs have been developed in many schools across the nation in which an experienced teacher volunteers or is assigned to work with a novice teacher for the purpose of "providing individualized, ongoing professional support" (Glickman, Gordon, & Ross-Gordon, 1998, p. 353). In some parts of the country such as Toledo, Ohio, mentoring is actually negotiated into the union contract as an alternative supervisory approach. Although some in the field equate mentoring with supervision (Reiman & Thies-Sprinthall, 1998), we assert that mentoring is an alternative form of supervision.

Stages for Implementation

To implement mentoring effectively, the reader is advised to read *Teachers as Mentors: A Practical Guide* by Field and Field (1994) and view videotapes on mentoring produced by the Association for Supervision and Curriculum Development (1994). We strongly recommend that mentors develop and use the supervisory skills presented in the preceding chapters. The stages for implementation below are ones developed at Northern Valley Regional High School District, in Bergen County, New Jersey (1996), and are excerpted from a manual titled *Differentiated Supervision*.

Mentoring

Description:

This model can incorporate a variety of possible applications. In all cases, an educator would agree to provide assistance, support, and

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recommendations to another staff member or staff members. A mentor could work with a nontenured teacher or share expertise in a specific area with other educators. For example, a staff member with specific technical training may share this expertise with others. All interactions/recommendations between the mentor and staff members will be confidential.

Approach:

1. Any educator may volunteer to be a support mentor. A supervisor or administrator, knowing of a staff member's expertise may request that an individual serve in this capacity. If asked, a staff member must agree, not be directed, to serve.
2. A mentor plan is developed by the educator, approved by the supervisor, and shared with those individuals to be mentored.
3. The mentor implements the plan and reports on the plan activities to the supervisor.

PEER COACHING

> When two teachers observe each other, the one teaching is the "coach" and the one observing is the "coached."
> ***(Showers & Joyce, 1996, p. 15)***

A Definition

Peer coaching is an umbrella term for the many different configurations of teachers helping teachers that have emerged primarily since the 1980s. Some of the other terms often used interchangeably with peer coaching are *peer assistance, collegial coaching, technical coaching, cognitive coaching, challenge coaching, peer supervision,* and so on. Most of these models pertain to variations of peer-to-peer assistance of equals and do not involve evaluation. Mentoring programs that consist of master teachers helping less experienced or less well trained colleagues are not included in our categorization. Peer coaching is defined as teachers helping teachers reflect on and improve teaching practices and/or implement particular teaching skills needed to implement knowledge gained through staff or curriculum development. Showers and Joyce (1983) specified the process as two or more teachers who meet regularly for problem solving using planning, observation, feedback, and creative thinking for the development of a specific skill.

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Stages for Implementation

Goals:

- Refine teaching practices
- Stimulate self-initiating, autonomous teacher thought
- Improve school culture
- Increase collegiality and professional dialogue
- Share in the implementation of new or common instructional skills

Key Steps. Teresa Benedetti (1997) outlines a simple set of procedures for teachers to initiate a peer coaching system in their schools. The following procedures are an adaptation of her recommendations:

1. After obtaining permission from the appropriate administrators, suggest that your colleagues choose a peer whom they trust and with whom they feel they will work well.
2. Make sure that everyone is familiar with and able to engage in the cycle of clinical supervision. Ask assistance from supervisors or others familiar with clinical supervision.
3. Peers may have to help each other cover classes while their colleagues observe each other. Interested supervisors can also facilitate the freeing up of teachers. If scheduling conflicts occur, videotaping a class can provide the additional experience of viewing the class together. If both teachers teach the same content to similar classes, combining classes and observing each other's application of skills or team teaching can be very effective.
4. Organize weekly or biweekly seminars for peer coaching. The first sessions can be used to learn and review observation and feedback techniques. The opportunity to share experiences and brainstorm new ideas as well as modify the existing structure is essential.

Through the ongoing discussion of teaching and learning, curriculum development, and implementation, peer coaching can become the heart of professional development.

PORTFOLIOS FOR DIFFERENTIATED SUPERVISION

> Teachers who reflect on their own practices, value thinking, and emphasize depth over breadth of coverage tend to have classrooms with a measurable climate of thoughtfulness
>
> *(Joseph Onosko, 1992, p. 40)*

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A Definition

A professional portfolio can serve many different purposes. It can be a container for a particular area of inquiry. At P.S. 6 in New York City, the portfolio not only documents the development of innovative and effective practices, it is a central vehicle for the growth of the teacher through self-reflection, analysis, and sharing with colleagues through discussion and writing. Although each P.S. 6 portfolio is different, they all include teacher resources and references, professional articles, and practical suggestions.

Portfolios can also be used to support and enrich mentoring and coaching relationships. Although it does not replace the classroom observation, the portfolio extends and enhances the professional discussion by going beyond what is observed in the classroom on a given day. When a teacher is applying for another position, an annotated collection of materials on a teacher's best classroom practices and work with colleagues supplements and strengthens the interview process (Danielson, 1996). One of the authors has repeatedly witnessed the influence that a well-crafted portfolio has on hiring committees.

Stages for Implementation (based on the P.S.6 process)

Phase I

A. Curriculum Prioritizing
   1. Assessment of school strengths and weaknesses and development of a set of prioritized curriculum needs for the building.

B. Portfolios for Differentiated Supervision
   1. Designation of an area of expertise in each teacher's classroom building through intensive class visitation and conversation around teaching practices.
   2. Solicitation of group of volunteers or selection of staff to reflect on an area of expertise and share and provide materials for the school faculty and visiting colleagues.
   3. Criteria for inclusion of participants:
      a. Outstanding expertise in a certain area
      b. A teacher who has not refined or reflected on a special talent
      c. Teachers likely to respond to a collegial environment for self-improvement
   4. Professional development to lay groundwork for the creation of portfolios. Possible outcomes of the writing workshops:
      a. Reflection on and analysis of the areas of expertise

b. Decision of some teachers to collaborate on their efforts and create a joint portfolio
c. Use of a letter format as a means of beginning faculty journals

5. Submission of the first drafts of the portfolios the following fall:
   a. Administrator reviews the drafts and gives oral and written comments and suggestions
6. Completion of portfolios
   a. The principal writes a "dear author" letter to each participant

Phase II

A. New Portfolio Cycle
   1. Additional teachers choose to participate in the process.
   2. Specialty faculty, such as ESL teachers, can complete their portfolios by adding to individual portfolios.

B. The Reflective Teacher
   1. The process now involves semiannual "conversations" with the principal of a minimum of ONE uninterrupted hour to discuss portfolios and other areas of interest.
   2. Teachers receive a summary of their "conversation" with the principal.

Advantages and Limitations of the Process (according to P.S. 6)

A. Advantages
   1. Affords the staff the opportunity to be reflective and analytical
   2. Encourages the teachers to work cooperatively together
   3. Allows the administration to get to know the teachers better and to encourage their growth in many areas
   4. Staff members read professional journals
   5. Gives a purpose to intervisitations
   6. Fosters professionalism in teachers
   7. Encourages teachers to apply for grants in areas of their expertise
   8. Enhances parents' view of the school
   9. Teachers feel that the two-way conversation is more focused
   10. Teachers have more input
   11. Produces the "Hawthorne Effect"[1] when visitors come to the school
   12. Provides a vehicle for continuous inclusion of strategies (e.g., ESL, multiculturalism)

B. Challenges
   1. Administration must develop a trusting relationship with the staff
   2. Requires a lot of time
   3. Principal must be aware of what is going on in the classroom
   4. Teachers must be accepting of the process
   5. Inordinate amount of time is required for planning and writing
   6. Materials must be available
   7. Change is not immediate—it takes time

PEER ASSESSMENT: SELECTION, SUPPORT, AND EVALUATION

> Shared leadership can foster the professional growth and development of teachers, which in turn leads to the empowerment of students as successful learners.
> ***(Personnel Committee, 1991)***

Peer Support Groups

Definition

The program described below was developed at The International High School, an alternative high school for limited-English-proficient students, originally a joint venture of the Board of Education and the Board of Higher Education of the City of New York, and recently named a Charter School. The purpose of the peer support group is to provide a place for staff to exchange ideas, learn from one another, and support one another in reaching their professional goals. Groups composed of three to four members from at least two subject areas, one of whom is tenured, and including support staff, meet regularly. Group membership rotates every year.

For more in-depth information, your can send for the procedures that The International High School Personnel Committee has written.[2]

Stages for Implementation

- Goals are established collectively at the beginning of the year.

- Meetings are scheduled to discuss progress and problems and to provide timely feedback throughout the year.
- Staff members visit one another's classes several times a year and write peer observations that reflect the goals of each staff member.
- Everyone in the group, including nontenured and provisional staff members, writes at least one peer observation.
- The group provides support and feedback in the writing of self-evaluations, the completion of the portfolio, and the preparation of presentations before the peer evaluation teams.

Self-Evaluation

Definition

Self-evaluations can be as varied as the individuals on staff. The only requirements for the self-evaluations are that nontenured teachers include at least two every year and that tenured staff submit one at the end of the year. They can range from discussing growth to expressing disappointment, from looking at one course to comparing several, from focusing on content to examining skills. Because the portfolios are in a central location and open to all staff, faculty members can derive benefit from the insights of their colleagues.

Peer Evaluation

Definition

The idea behind the peer evaluation team is that when a staff member needs feedback from the school at large, the staff member will make a presentation to a larger group of peers who represent the whole school. These presentations, as differentiated from the peer support group, often take place in passing through the gates that lead to tenure (i.e., for appointment to a position) at the end of the first 2 years of teaching in the school, for continuation and completion of probation, and for granting of tenure. Tenured staff present every 3 years, a process that represents a form of renewable tenure.

Implementation

- The peer evaluation team is comprised of staff members who have been in the school for a full school year. Members are chosen from the following groups at random: a teacher or guidance counselor from the personnel committee to serve as team leader, a member of

the subject area and other staff members, and the candidate's choice from his or her peer support group.

- The candidate prepares a portfolio that contains the following: goals and objectives for the year; self, peer, and administrative evaluations; two of three student class evaluations for each semester; any professional work of the candidate's choice; and the annual end-of-term evaluation review.
- The presentation: the team examines the portfolio materials, discusses the candidate's accomplishments and goals for the future, and makes a recommendation based on the portfolio, the feedback from the peer support groups, and the discussion with the candidate.
- The following day, the candidate meets with the principal, the personnel committee chair, and the peer evaluation team leader to discuss the committee's recommendation and to develop a plan to meet the coming year's goals.

ACTION RESEARCH

> Although action research is not a quick fix for all school problems, it represents a process that . . . can focus the brain-power of the entire instructional staff on maximizing learning.
>
> *(McLean, 1995, p. 5)*

A Definition

Action research is a type of applied research that has reemerged as a popular way of involving educators in reflective activities about their work. Action research is not defined as merely a narrow, limited practice; with it, one can use a range of methodologies, simple and complex, to better understand one's work and even solve specific problems. Action research, properly used, can have immeasurable benefits:

- Create a systemwide mind-set for school improvement—a professional problem-solving ethos
- Enhance decision making
- Promote reflection and self-improvement
- Instill a commitment to continuous instructional improvement
- Create a more positive school climate in which teaching and learning are foremost concerns
- Empower those who participate and promote professional development

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Action research is an ongoing process of reflection that involves four basic cyclical steps:

1. Selecting a focus—including the following:
   a. Know what you want to investigate
   b. Develop some initial questions
   c. Establish a plan to answer or better understand these questions
2. Collecting data—including primary and secondary techniques:
   a. Primary:
      i. questionnaires
      ii. observations
      iii. interviews
      iv. tests
      v. focus groups
   b. Secondary:
      i. school profile sheets
      ii. multimedia
      iii. portfolio
      iv. records
      v. others
3. Analyzing and interpreting data
4. Taking action

Stages for Implementation:

To effectively implement action research, the reader is advised to read Glanz's (1998) book *Action Research: An Educational Leader's Guide to School Improvement*, view videotapes on action research produced by the Association for Supervision and Curriculum Development (ASCD, 1995a), and even take a course at a local university or attend a workshop. Another resource is Hubbard and Power's (1993) *The Art of Classroom Inquiry: A Handbook for Teacher-Researchers*. The stages for implementation below are ones developed at Northern Valley Regional High School District, Bergen County, New Jersey (quoted from *Differentiated Supervision*, 1996).

Action Research

Description:

The model allows the educator the chance to increase his or her scholarly background by encouraging him or her to examine and analyze pertinent documents. The educator might complete this independent study in one year. To complete the project, the educator will

have periods designated for research and development during the year.

Before the educator begins the Action Research Project, he or she will discuss the project with his or her supervisor (consultations with supervisor are then elaborated in the handout from Northern Valley Regional High School District).

At the end of the year, the researcher will submit a report to the supervisor. The report will highlight the project's significance, content, and conclusions, as well as pedagogically sound methods to teach the materials.

If the project's scope warrants an extension, the supervisor can recommend granting an additional academic year to complete the project. This model is applicable to all tenured staff and in an exceptional case could apply to an experienced but non-tenured staff member.

Approach:

1. Identify the importance of the research and suggest ways the project will enhance students' knowledge or improve services offered by the school district.
2. Identify the specific materials (primary and secondary sources) the educator will research.
3. Develop a schedule.
4. Limit the project's scope. Such delimitation will promote thorough, rather than superficial, research.
5. Study and analyze all materials for the project.
6. Develop and implement a unit or program based on the project.

The Northern Valley High School District uses a prescribed set of guidelines that have resulted in a number of valuable research projects. In our experiences, without a formal structure to support such efforts, action research projects rarely, if ever, are successful. The implementation of this alternative means of instructional improvement in Northern Valley has furthered the efficacy of action research as an invaluable way to promote professional development. Action research as used at Northern Valley does not necessarily replace other traditional forms of "supervision."

NEXT STEPS

> Assume that any significant innovation, if it is to result in change, requires individual implementers to work out their own meaning.
>
> ***(Fullan, 1991, p. 105)***

TABLE 3.1 Supervisory Development Plan: Next Steps in Putting Improvement of Classroom Instruction at the Center of Supervision[3]

For me, personally
For my inner circle
For the rest of the school

This introduction of alternative approaches and the guidelines included for creating a supervisory program that encompasses alternatives to traditional supervision lead us to consider what your next steps might be to improve the supervision of classroom instruction in your school and district.

At this juncture, we encourage you to begin formulating your own beliefs related to supervision of classroom instruction. You have learned about, role-played, and practiced on site the different stages of reflective clinical supervision. You have also been introduced to alternative approaches that can evolve from collaborative and self-directed supervision. We believe that to proceed in your personal environment, it is vital for you to reflect, express, and share your present supervisory beliefs. Thus, *next steps* begin with "me," the clarification of your own supervisory beliefs related to the improvement of classroom instruction. Once you have worked out your own meanings, you can begin to think about the next steps in your school environment. You can contemplate sharing them with your inner circle at school—the teachers at your grade level, in your department, in your cabinet, and others. After the inner circle has worked out a joint direction for itself, this small group can think about consequences and ideas for the whole school and, eventually, for sharing, dissemination, and development in the school district. The planning outline might look like Table 3.1.

"FOR ME, PERSONALLY": MY SUPERVISORY PLATFORM

We have focused primarily on *supervision of classroom instruction* in this book, and it is the skills needed to improve classroom instruction that you have learned, role-played, and practiced on site. Therefore, we are limiting our guidelines for the development of a personal supervisory platform to classroom supervision. Although we recognize that it is impossible

to isolate supervision of classroom instruction from the other facets of supervision of instruction, such as staff, curriculum, and group development, for the purposes of this manual, we have placed supervision of classroom instruction at the center of professional development.

We are including some questions and a sample supervisory platform to facilitate the process of clarifying your beliefs and ideas. You can approach the following questions in at least two ways: (a) You can use some or all of your responses to these questions as a basis for your supervisory platform, or (b) you can write your platform first and verify that you have included some of the ideas contained in these questions.

1. How do you define supervision of classroom instruction?
2. What should be the ultimate goal of supervision of classroom instruction?
3. What assumptions, values, and beliefs underlie your goals and definition?
4. Who should make the decisions about supervision of classroom instruction for the school?
5. How do you envision the process developing?
6. What would the structure(s) of supervision of classroom instruction look like?
7. Who should be involved in the supervisory process? What should each party's role be? How would the roles differ?
8. What skills are needed for effective supervision?
9. What activities would be included in instructional supervision (e.g., staff development)?
10. How would you address the question of supervision versus evaluation?
11. What are your beliefs with respect to the role of the district in supervision of classroom instruction?
12. How would you assess the implementation of your ideas? What would be the indicators of success?

The following Supervisory Platform statements represent the thinking of Linda Herman, a Brooklyn, New York teacher and participant after a semester of developing her supervisory beliefs and practices. Use this model to stimulate your own ideas and beliefs.

> I believe that the most important element of supervision is the tone that the supervisor sets in the school. When you walk into the building, you should feel the cooperation, support, care, common short-term goals, common long-term vision, lack of competition, safety, hard work, trust, and high expectations. It is in this

kind of atmosphere, I believe, that teachers, supervisors, students, parents, and community leaders can do their best work to educate children.

I believe that supervision of classroom instruction is collaborating with teachers—helping them set their personal goals and classroom goals, helping them meet these goals, supporting and guiding them to be better teachers, helping teachers to see how their children are learning, and supporting teachers to help their children do even better. I also see supervision of classroom instruction as helping teachers enjoy teaching more and realizing that they are not in this alone, that teaching is a "we" project. We can do together what we cannot do alone.

The ultimate goal of supervision of classroom instruction is that children learn and grow. We hope to help children not only do well on tests but become lifelong learners who love books and discovery and who see learning and school as an exciting adventure.

For my supervision to be effective, all or most teachers in the school need to be on board. They also, like myself, will want to improve as teachers and as coworkers. They will want to grow. They will want to see their students improve. They will want to see the parents and community become more a part of children's education. They will view education as a process. Hopefully, some will realize that we are on a wonderful path—working with children, helping them learn and grow, and that we are all on this path together.

When I begin supervising in a school, I will make an appointment with each teacher—to get to know them. I will ask them about their ideas for the school. What they think has worked. What they think can work. What hasn't worked. I will ask them how I can help them. I will ask them what their goals for themselves and their students are. I will ask them how I can help them realize their goals. I would set up a schedule with each teacher, where I could be in their classrooms once a week, to assist them in their teaching. I feel that supervisors need to know kids and groups. Hopefully, it will begin to open up a dialogue and teachers will really feel comfortable coming to me for help. I hope that teachers can see that I am really there for them, for I truly am. If I really support the teachers, they can really do their jobs, which is my ultimate goal: to help the children.

For supervision of classroom instruction, I will meet with the teachers individually, talk about what they want to achieve, what they want to work on, what they want to know about their teaching. I will give them a copy of the supervision book, so they can decide what tool they want me to use when I observe them. We will set up a time for me to come visit. I will use the tool they have chosen. I will then give the teacher a copy of my observation and make an appointment for discussion. We will meet and discuss what I have observed, how they felt, what they felt they would like to do differently, or do the same, what worked, and what didn't. I will try to keep this experience positive, so that the teacher can

feel safe and truly grow. I would tell the teacher that I would like to visit again in a month or so and maybe he or she could try another tool and look at a different area. Hopefully, I would be able to visit each teacher four times a year.

What I would really love to encourage in my school is peer observation, using the different supervision tools. I would like each teacher to have a partner to work with and help each other improve. They could observe each other's class often, learning and growing from each other.

I think that effective supervisors need to be good listeners. They need to be good observers. They need to be experienced teachers. They need to be compassionate. They need to be able to create a positive, open energy in the school. They need to be supportive. They need to be able to see teachers' successes and celebrate them, even the small ones. They need to be able to pat teachers on the back. They need to be able to pick teachers up when they are having a hard time, encourage them to see the light, and move forward. They need to have a lot of energy.

I also think that supervisors need to really know the curriculum in the school. They need to know what is being taught. They need to think about different ways to teach so that they can be a resource. Supervisors need to be able to go into a class and teach. A supervisor should be able to model lessons. If teachers are going for workshops for a new curriculum, the supervisor should go also. It should be clear that this is a learning community for all.

There should be much professional development to help teachers grow. Teachers should be encouraged to go to workshops at colleges, at the district office. A supervisor can invite a guest speaker in on a topic that the faculty is working on. Teachers in the building can develop their own workshops for one another, teaching what they feel passionate about to their peers. A schoolwide educational journal can be started—maybe twice a year, where teachers can write their thoughts about teaching, ideas they have tried, or books or articles they have read. There should be a teachers' library where there are curriculum books, professional magazines, and articles. Teachers should be given the time to watch one another teach. Teachers should be encouraged to team teach. Supervisors should model a lesson. Teachers should be given time to visit other teachers in other schools. Teachers can watch an educational movie together and then have a discussion afterward. An instructional supervisor should make sure that there is a space for dialogue, where teachers can share ideas and grow.

Supervision for growth and supervision for evaluation should be separate. Supervision for growth should feel safe so that the teacher can try new ideas and experiment and learn and grow.

I hope that I can work with other principals in the district to brainstorm ideas about how to supervise teachers better, how to help children learn better, and how to include parents in the process. I hope that I can be instrumental in helping schools be less competitive and more cooperative, for we are truly all in this together.

I would feel successful if children liked coming to school. I want children to do well on tests. I want an active PTA where parents are involved in their children's education. I want teachers to feel happy working the best they can, but not stressed; to feel supported, to feel comfortable coming to

me, to collaborate, to share ideas. I want a school that is always humming, always excited, always trying something new, alive. I think I would feel that I had really done a good job if in my second year, teachers walked in the first day and said how happy they were to be back in school!

Peer Assistance at Windham Southeast Supervisory Union

Before suggesting some general guidelines for the development of next steps for your inner circle, school, and district, we will provide an example of how peer supervision developed in a Vermont school district.[4] The Windham Southeast Supervisory Union (WSESU) spent several years attempting to improve their supervision and evaluation practices through research and discussion. This climate promoted the creation of two projects, one in the English Department of the high school and a second one at the district level.

In June 1986, the Brattleboro Union High School English Department staff members decided that evaluation and supervision would be the department theme for the following school year. The faculty felt that the department head, who was responsible for evaluation, budget, program development, curriculum, and scheduling, and who taught two classes, could not provide substantive, clinical supervision for 16 department teachers. One of the teachers suggested that given the expertise and professionalism of the department members, peer supervision could permit them to help one another with professional issues and provide mutual aid.

After considerable discussion, the English faculty decided that the department head should be an active support in the process without direct involvement. They felt that the inclusion of an evaluator would compromise a purely helpful, growth-oriented process. His help was, however, crucial in procuring the time, money, substitutes, and support services to make the experiment work.

Despite additional apprehension about the actual peer observation process, the entire English faculty decided to serve at least once as an observer and once as an observee. After the first round, the full department discussed what had transpired and expressed nearly universal enthusiasm for the peer process. The members made two decisions based on their initial experiences:

- They decided to form small groups. Members of a group would have a clearer picture of whom they were working with and could develop commitment and closeness. They could also cover classes for one another more easily.
- They also set up a clear clinical structure that included a preconference and postconference with specific goals.

Other challenges that were eventually resolved were these:

- The establishment of voluntary participation
- The acquisition of district funds to permit training in observation and conference techniques and to relieve nonprofessional time
- The establishment of confidentiality and documentation for district approval through questionnaires, videotapes, and personal anecdotal records

NEXT STEPS . . .

The following year, a group of administrators, frustrated with the time that evaluation consumes without improving instruction, initiated a district-level committee of volunteer teachers and administrators. The goal of their action plan was to establish a supervisory process for all staff members in the district that would encourage both professional growth and enhance learning. The supervisory process would be nonevaluatory, and separate administrative evaluation would determine job status. A district committee member discussed the pilot project with administrators, teachers, and paraprofessionals at each site and collected the names of volunteer pairs. Training was held at the district office; the number of participants was so large that each site had to provide financial support for the afterschool sessions. At the end of the pilot project, all of the volunteers indicated that they wanted to continue their involvement. The district committee decided to design a plan for expansion in the next school year.

The lack of funds to support a district peer assistance coordinator was instrumental in the decision to move coordination of the project from the district level to each school and department. Each site's peer assistance leader would participate in a monthly meeting of a district peer assistance steering committee that would facilitate communication between schools and departments and keep the process active. All of the district and school administrators committed to finding the time and money for three clinical supervision cycles for each participant, and for the training of new participants.

Despite setbacks because of unforeseen external circumstances, peer assistance survived and the steering committee introduced a cyclical evaluation model for the next year. Summative evaluation would occur every 3 years, with the 2 years between evaluations devoted to nonevaluative supervision.

This model developed under the most propitious conditions: the stewardship of two supportive superintendents and the buy-in of the indi-

vidual school leaders. We believe that the following ideas and suggestions can be implemented in most school districts under many types of leadership and in diverse settings.

. . . For My Inner Circle

Once you have completed your personal supervisory platform, you can reach out to colleagues in many ways. What we consider most important of all is to begin from the bottom up—that is, to find one or more colleagues who are amenable to beginning a conversation about transforming classroom supervision from a required, primarily evaluatory process to one of shared growth in teaching and learning. It is also essential that project participation be voluntary.

The following suggestions are some of the innumerable strategies that can open up the conversation. Some of these ideas are teacher initiated; several can emanate from either teachers or supervisors.

- Share ideas from this book with one or more colleagues and then brainstorm possibilities for your inner circle.
- Invite a colleague to observe a challenge or success in one of your classes and provide you with feedback.
- Discuss with a colleague a curriculum area or approach you would like to try and plan to team teach a lesson or observe each other teaching the innovation and give mutual feedback.
- Offer to present an introductory workshop on reflective supervision of classroom instruction.
- Discuss the possibility of building a *supervision-for-improvement-of-instruction* component into an annual personal, department, or grade-level goal.
- Look into grant possibilities to support your project.

. . . For My School

Although we advise that you begin the conversation about classroom supervision with a small group, it is sometimes possible to make inroads at the school level as you introduce the idea to your immediate colleagues. Some of the "inner circle" suggestions are also applicable to the school level. Therefore, a few of the following ideas are variations on the "inner circle" ones.

- Request that this manual and the textbook *Supervision That Improves Teaching* (Sullivan & Glanz, 2000), and other articles and books

about innovative and alternative supervisory practices be purchased for your school professional library.

- Spearhead a voluntary professional reading and sharing group in which innovative and alternative supervision of classroom instruction is a topic.
- Suggest that innovative and alternative classroom supervision be a school goal for the year.
- Ask that a subcommittee on your school's site-based planning team be formed to discuss innovative and alternative classroom supervision.
- Offer to develop a series of workshops on observation techniques, feedback approaches, and alternative supervision for a group of volunteer teachers.
- Request to set up a visit for interested colleagues to schools where successful innovative and alternative supervisory practices are being implemented.

. . . For the District in the Future

Michael Fullan (1993) concludes that "effective schools are ones that are plugged into their environments . . . a systematic, symbiotic relationship is required between schools and local agencies . . . leadership in successful systems *conceptualizes* the problem as continually negotiating school and district codevelopment" (p. 16). We endorse the idea that for reform to be successful, the district and school must support each other. If innovative and alternative supervisory methods are to succeed, the district will need to support them philosophically and financially.

Therefore, even as you begin to explore innovative and alternative supervisory methods with your inner group, it is important wherever possible, to explore connecting with the district office. The district can facilitate the process at the site level from the outset. We recommend that you consider the following suggestions *only* after taking into consideration (a) that the individual, inner group, or school committee needs to consult with building supervisors before making contact with district-level employees and (b) that the careful application of problem-solving and decision-making skills is essential to determine if, when, and how to proceed.

- Offer to give an introductory workshop or a series of workshops on innovative and alternative supervisory practices.
- Request staff development funds so that teachers can be released for intervisitation or to attend staff development programs.
- Apply for staff development funds to facilitate developing a pilot program.

- After completing a pilot program, request permission to ask other district faculty to visit the implementation of your project.
- Request permission to offer a presentation to other interested schools.
- Ask to set up a district schedule of intervisitation to other schools and districts involved in innovative supervisory practices.
- Procure funding to attend conferences on innovative and alternative practices.
- Apply to be a presenter at a conference as a representative of your school and district.
- Explore the feasibility of setting up a district-based committee on innovative and alternative supervisory practices.
- Discuss the possibility of including innovative and alternative supervisory practices as a district goal.
- Request district support in apprising you of grant possibilities and in writing proposals.

ACCEPTING THE CHALLENGE

A major premise of this manual has been that supervisors can become a potent vehicle for the improvement of classroom instruction. We have attempted to highlight the 3 steps or strategies that we believe are crucial in promoting instructional improvement and excellence: (a) interpersonal approaches and (b) observation skills applied to (c) reflective clinical supervision. Yet the challenge remains in your hands. We affirm what Harold Spears (1953) articulated almost half a century ago: "Supervision is and always will be the key to the high instructional standards of America's public schools" (p. 462). To ensure that supervision will continue as such, we have presented our modest proposal for effective supervision. We hope that you use our suggestions as a springboard for the improvement of teaching and learning in your professional environment. Please contact us (Susan Sullivan at Sullivan@postbox.csi.cuny.edu or Jeffrey Glanz at jglanz@turbo.kean.edu) to share your experiences, comments, and suggestions.

NOTES

1. The effect was first noticed in the Hawthorne plant of Western Electric. Production increased not as a consequence of actual changes in working

conditions introduced by the plant's management but because management demonstrated interest in such improvements.

2. Copies of the complete set of procedures can be obtained from The Personnel Committee, The International High School, LaGuardia Community College, 31-10 Thomson Avenue, Long Island City, NY 11101.
3. Thanks to Nancy Mohr, consultant to the Coalition of Essential Schools and Bank Street College of Education, for granting me permission to adapt her planning sheet.
4. Synopsis based on case study published in *Supervision in Transition*, ASCD 1993 Yearbook.

RESOURCE A

WORKSHOP OVERHEADS

1. Goals of Workshop (1)
   (Workshop Agenda)
2. Communication Techniques
3. Barriers to Communication
4. Reflective Practice (Listening Skills)—Class Practice
5. Reflective Practice Process
6. Reflector's Feedback Guidelines
7. Directive Informational Approach
8. Collaborative Approach
9. Self-Directed Approach
10. Summary of Observation Tools
11. Outline of Reflective Clinical Supervision Cycle
12. Definition of Reflective Clinical Supervision
13. Reflective Clinical Supervision Assumptions
14. Next Steps Outline
15. Goals of Workshop (2)
    (Workshop Agenda: All-day Workshop)
16. Planning Conference Steps

17. Alternative Approaches
18. Cycle Overview (1)
19. Goals of Workshop (3)
    (Workshop Agendas)
    - 19a: Workshop 1
    - 19b: Workshop 2
    - 19c: Workshop 3
    - 19d: Workshop 4
    - 19e: Workshop 5
20. Collaborative Reflection
21. Cycle Overview (2)
22. Workshop Goals and Agenda (4)
    - 22a: Workshop 1
    - 22b: Workshop 2
    - 22c: Workshop 3
    - 22d: Workshop 4
    - 22e: Workshop 5
    - 22f: Workshop 6
    - 22g: Workshop 7
    - 22h: Workshop 8
    - 22i: Workshop 9
    - 22j: Workshop 10

OVERHEAD 1: GOALS OF WORKSHOP (1)

GOALS: INTRODUCTORY WORKSHOP

Participants will:

1. Become familiar with the listening techniques, feedback approaches, and classroom observation techniques leading to effective clinical supervision
2. Become familiar with and be able to use the reflective practice process that facilitates the acquisition of these techniques and approaches
3. Be prepared to return to their sites and be able to introduce the ideas and practices presented so that staffs may decide to learn the techniques and approaches

AGENDA: INTRODUCTORY WORKSHOP

1. Welcome, introductions, and overview
2. Listening techniques
3. Feedback approaches
   Video of process and self-directed segment
   Role plays of self-directed approach
4. Classroom observation—introduction
   First viewing of classroom lesson
   Choice of technique
   Second viewing of lesson
   Group debriefing of techniques
5. Discuss clinical cycle
   Video of planning process
6. Conclusions and next steps

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OVERHEAD 2: COMMUNICATION TECHNIQUES

Listening	*Nonverbal Clues*	*Reflecting and Clarifying*
"Uh-huh"	Affirmative nods and smiles	"You're angry because . . . "
"Okay"	Open body language, e.g., arms open	"You feel . . . because"
"I'm following you"	Appropriate distance from speaker—not too close or too far	"You seem quite upset"
"For instance"	Eye contact	"So you would like . . . "
"And?"	Nondistracting environment	"I understand that you see the problem as . . ."
"Mmm"	Face speaker and lean forward	"I'm not sure, but I think you mean . . . "
"I understand"	Barrier-free space, e.g., desk not used as blocker	"I think you're saying . . ."
"This is great information for me"		
"Really?"		
"Then?"		
"So?"		
"Tell me more"		
"Go on"		
"I see"		
"Right"		

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OVERHEAD 3: BARRIERS TO COMMUNICATION

Barrier Type	*Examples*
1. Judging	**1. Judging**
• Criticizing	• "You are lazy; your lesson plan is poor"
• Name-calling and labeling	• "You are inexperienced, an intellectual"
• Diagnosing-analyzing motives instead of listening	• "You're taking out your anger on her"
	• "I know what you need"
• Praising evaluatively	• "You're terrific!"
2. Solutions	**2. Solutions**
• Ordering	• "You must . . . " "You have to . . . " "You will . . ."
• Threatening	• "If you don't . . . " "You had better or else"
• Moralizing or preaching	• "It is your duty/responsibility; you should . . ."
• Inappropriate questioning or prying	• "Why?" "What?" "How?" "When?"
• Advising	• "What I would do is . . . " "It would be best for you . . . "
• Lecturing	• "Here is why you are wrong . . . " "Do you realize . . . "
3. Avoiding the Other's Concerns	**3. Avoiding the Other's Concerns**
• Diverting	• "Speaking of . . . " "Apropos . . . " "You know what happened to . . . "
• Reassuring	• "It's not so bad . . . " "You're lucky . . . " "You'll feel better . . ."
• Withdrawing	• "I'm very busy . . . " "I can't talk right now . . . " "I'll get back to you"
• Sarcasm	• "I really feel sorry for you"

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OVERHEAD 4: REFLECTIVE PRACTICE (LISTENING SKILLS)—CLASS PRACTICE

Step 1. Each partner should take a minute to think of a current personal or professional dilemma.

Step 2. Partner 1 will recount his or her dilemma.

Step 3. Partner 2 will show interest in the speaker's situation by using the listening and nonverbal techniques and avoiding the barriers (Tables 2.1 and 2.2).

Step 4. Partner 2 will choose reflecting and clarifying techniques to verify what he or she heard and show understanding of the feelings expressed.

Step 5. Partner 1 will give feedback on how well Partner 2 used the techniques.

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OVERHEAD 5: REFLECTIVE PRACTICE PROCESS

	Supervisor	*Teacher*	*Reflector*
1. Setting the scene (5 min.)	• Describes situation • Describes other person and possible reactions • Reviews steps on card and mentally rehearses	• Listens carefully • Asks clarifying questions • Mentally rehearses responses	• Starts monitoring time • Takes notes on key points • Simultaneously reviews steps on card
2. Practice (10 min.)	• Practices each step	• Responds consistently with the description of the other person	• Observes practice • Takes notes • Keeps practice focused • Monitors time
3. Feedback and Reflections (10 min.)	• Expresses personal reflections first • Follows reflection guidelines	• Expresses personal reactions and reflections second • Follows reflection guidelines	• Facilitates reflections and feedback • Provides summary • Offers notes to supervisor • Follows reflection guidelines

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OVERHEAD 6: REFLECTOR'S FEEDBACK GUIDELINES

1. **Ask the supervisor:**
   - What went well in each of the steps?
   - What needs improvement?
   - What would you do differently next time?

2. **Ask the teacher:**
   - What do you feel the supervisor did effectively?
   - What areas do you feel need improvement?
   - What suggestions do you have for future interactions?

3. **Offer your reflections:**
   - Summarize what you heard specifically in each step.
   - Offer your reflections on what went well.
   - Provide your suggestions or alternatives.

4. **Conclusion of feedback process:**
   - Summarize key points of the feedback process.
   - Ask the supervisor for questions or comments.
   - Give your written reflections to supervisor.

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OVERHEAD 7: DIRECTIVE INFORMATIONAL APPROACH

KEYS STEPS—DIRECTIVE INFORMATIONAL APPROACH

1. Identify the problem or goal and solicit clarifying information.

2. Offer solutions. Ask for the teacher's input into the alternatives offered and request additional ideas.

3. Summarize chosen alternatives, ask for confirmation, and request that the teacher restate final choices.

4. Set a follow-up plan and meeting.

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OVERHEAD 8: COLLABORATIVE APPROACH

KEY STEPS—COLLABORATIVE APPROACH

1. Identify the problem from the teacher's perspective, soliciting as much clarifying information as possible.

2. Reflect back what you've heard for accuracy.

3. Begin collaborative brainstorming, asking the teacher for his or her ideas first.

4. Problem solve through a sharing and discussion of options.

5. Agree on a plan and follow-up meeting.

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OVERHEAD 9: SELF-DIRECTED APPROACH

KEY STEPS—SELF-DIRECTED APPROACH

1. Listen carefully to the teacher's initial statement.
2. Reflect back your understanding of the problem.
3. Constantly clarify and reflect until the real problem is identified.
4. Have the teacher problem solve and explore the consequences of various actions.
5. The teacher commits to a decision and firms up a plan.
6. The supervisor restates the teacher's plan and sets a follow-up meeting.

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OVERHEAD 10: SUMMARY OF OBSERVATION TOOLS

Quantitative Approaches

I. Categorical Frequency Tools
   A. Teacher verbal behaviors (Technique 1)
   B. Teacher questions (Technique 2)
   C. Student on-task and off-task behaviors (Technique 3)

II. Performance Indicator Tools
   A. Gardner's multiple intelligences (Technique 4)
   B. Hunter's steps in lesson planning (Technique 5)
   C. Johnson and Johnson's cooperative learning criteria (Technique 6)

III. Visual Diagramming Tools
   A. Diagram of Verbal Interactions (Technique 7)
   B. Diagram of Teacher Space Utilization (Technique 8)

IV. Tailored Tools
   A. Feedback (Technique 9)
   B. Teacher-pupil interaction (Technique 10)

Qualitative Approaches

I. Detached Open-Ended Narrative Tool (Technique 11)
II. Participant Open-Ended Observation (Technique 12)
III. Child-Centered Learning Observation (Technique 13)
IV. Nonverbal (Technique 14)

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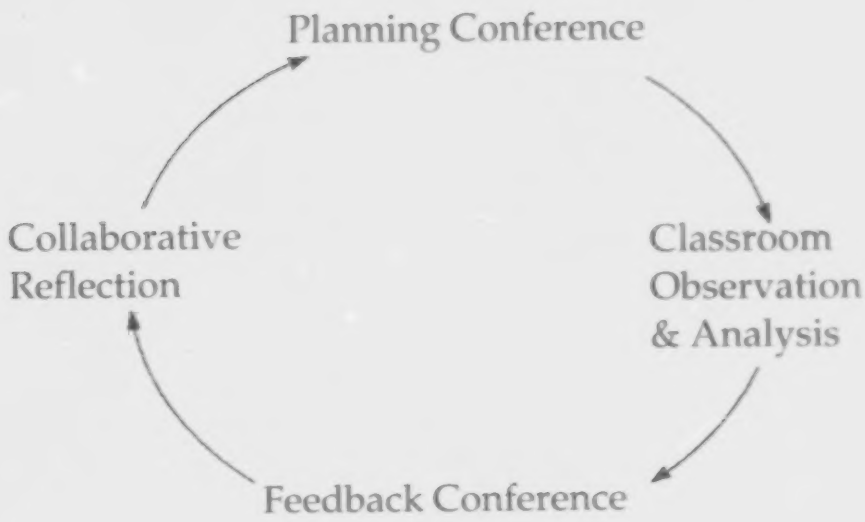
OVERHEAD 11: OUTLINE OF REFLECTIVE CLINICAL SUPERVISION CYCLE

Reflective Clinical Supervision



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OVERHEAD 12: DEFINITION OF CLINICAL SUPERVISION

"Clinical supervision may be defined as supervision focused upon the improvement of instruction by means of systematic cycles of planning, observation, and intensive intellectual analysis of actual teaching performances in the interest of rational modification."

Welles, 1971

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OVERHEAD 13: REFLECTIVE CLINICAL SUPERVISION ASSUMPTIONS

1. It is a technology for improving instruction.
2. It is a deliberate intervention into the instructional process.
3. It is goal-oriented, combining the school's needs with the personal growth needs of those who work within the school.
4. It assumes a professional working relationship between teacher(s) and supervisor(s).
5. It requires a high degree of mutual trust, as reflected in understanding, support, and commitment to growth.
6. It is systematic, although it requires a flexible and continuously changing methodology.
7. It creates a productive (i.e., healthy) tension for bridging the gap between the real and the ideal.
8. It assumes that the supervisor knows a great deal about the analysis of instruction and learning and also about productive human interaction.
9. It requires both preservice training (for supervisors), especially in observation techniques, and continuous inservice reflection on effective approaches.

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OVERHEAD 14: NEXT STEPS OUTLINE

For me, personally	
For my inner circle	
For the rest of the school	
For the district in the future	

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OVERHEAD 15: GOALS OF WORKSHOP (2)

GOALS: ALL-DAY WORKSHOP

Participants will:

1. Become familiar with the listening techniques, feedback approaches, and observation techniques leading to clinical supervision that promote instructional improvement
2. Be able to use the reflective practice process that facilitates the acquisition of these techniques and approaches
3. Begin learning the various techniques, strategies, and approaches to reflective clinical supervision through role playing so that participants will be prepared to engage in further role playing and extensive practice on site
4. Come up with strategies for individual "next steps"

AGENDA: ALL-DAY WORKSHOP

Morning

1. Welcome, introductions, overview
2. Listening techniques
3. Feedback approaches—directive informational
4. Feedback approaches—collaborative

Break

5. Classroom observation—introduction
6. Planning conference

Afternoon

7. Feedback approaches—self-directed
8. Clinical Supervision Cycle—discuss
9. Classroom Observation 2

Break

10. Alternative approaches—discussion
11. Next steps and conclusions

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OVERHEAD 16: PLANNING CONFERENCE STEPS

KEY STEPS—PLANNING CONFERENCE

1. Decide collaboratively the focus of the observation.
2. Determine the method and form of observation.
3. Set the time of the observation and the postconference.

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OVERHEAD 17: ALTERNATIVE APPROACHES

1. Cognitive coaching
2. Mentoring
3. Peer coaching
4. Portfolio assessment
5. Peer assessment
6. Action research

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OVERHEAD 18: CYCLE OVERVIEW (1)

Session 1	1. Listening techniques 2. Introduction to feedback techniques 3. Role-play directive informational approach
Session 2	1. Role-play collaborative approach 2. Introduction to observation tools 3. Observation practice
Session 3	1. Role-play self-directed approach 2. Introduction to planning conference 3. Observation practice
Session 4	1. Introduction to reflective clinical supervision cycle 2. Observation practice 3. Planning and postconference role plays 4. Introduction to collaborative reflection
Session 5	1. Discussion of alternative approaches 2. Next steps

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OVERHEAD 19A: GOALS OF WORKSHOP (3)

GOALS: SESSION 1

Participants will:

1. Become acquainted with one another and understand what the five sessions will entail
2. Understand the listening techniques and apply them through role playing
3. Become familiar with the three different feedback approaches
4. Learn about and use the reflective practice process
5. Learn the directive informational feedback approach and apply it through role plays

WORKSHOP AGENDA: SESSION 1

Workshop 1

1. Welcome, introductions, overview
2. Listening techniques
3. Feedback approaches—introduction, directive informational approach
4. "What I'll take back" and role-play assignments

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OVERHEAD 19B: GOALS OF WORKSHOP (3)

GOALS: SESSION 2

Participants will:

1. Understand and apply the collaborative feedback approach
2. Understand the variety and categories of observation tools and observation
3. Be able to use one new tool and become familiar with the use of several others

WORKSHOP AGENDA: SESSION 2

Workshop 2

1. Feedback on site practice
2. Feedback approaches—collaborative
   - Video segment—collaborative
   - Role plays
   - Group feedback/debriefing
3. Observations—introduction
   - Video segment—high school classroom: first viewing
   - Choice of techniques
   - Second viewing of lesson
4. Group debriefing of techniques
5. "What I'll take back" and role-play assignments

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OVERHEAD 19C: GOALS OF WORKSHOP (3)

GOALS: SESSION 3

Participants will:

1. Understand and learn the self-directed feedback approach
2. Be able to apply the self-directed approach
3. Understand the importance of and become familiar with the steps of the planning conference
4. Participants will be able to work with and evaluate the effectiveness of a variety of observation tools

WORKSHOP AGENDA: SESSION 3

Workshop 3

1. Feedback on site practice
2. Feedback approaches—self-directed
   - Video segment—self-directed
   - Role plays
   - Group feedback/debriefing
3. Observations—introduce planning conference
   - Video segment
   - Choice of techniques
   - Second viewing of lesson
4. Group debriefing of techniques
5. "What I'll take back," observation, and role-play assignments

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OVERHEAD 19D: GOALS OF WORKSHOP (3)

GOALS: SESSION 4

Participants will:

1. Be prepared to use the reflective clinical supervision cycle
2. Be able to conduct a planning conference
3. Be able to use and evaluate the effectiveness of additional observation tools
4. Be prepared to conduct a collaborative reflection

WORKSHOP AGENDA: SESSION 4

Workshop 4

1. Feedback on observation and role plays
2. Discussion of clinical supervision cycle
   - Video segment
   - Observation cycle (optional)
   - Sample role plays, planning conference and postconference
   - Debriefing of observation and role plays
3. "What I'll take back" and clinical cycle assignments

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OVERHEAD 19E: GOALS OF WORKSHOP (3)

GOALS: SESSION 5

Participants will:

1. Become acquainted with alternative approaches to supervision
2. Begin to think through how they will proceed with the knowledge and skills they have acquired during the five sessions
3. Provide feedback on the five sessions

WORKSHOP AGENDA: SESSION 5

Workshop 5

1. Sharing of clinical cycle site practice
2. Discussion of alternative approaches
3. Next steps—personal, group, site, and district

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OVERHEAD 20: COLLABORATIVE REFLECTION

1. What was valuable in what we have been doing?

2. What was of little value?

3. What changes would you suggest for the next cycle?

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OVERHEAD 21: CYCLE OVERVIEW (2)

Session 1	1. Listening techniques 2. Introduction to feedback techniques
Session 2	1. Role play directive informational approach
Session 3	1. Role play collaborative approach
Session 4	1. Introduction to observation tools 2. Observation practice 3. Introduction to collaborative reflection
Session 5	1. Role-play self-directed approach
Session 6	1. Introduction to planning conference 2. Observation practice
Session 7	1. Introduction to reflective clinical supervison cycle 2. Viewing of clinical observation cycle 3. Planning conference role plays
Session 8	1. Introduction to collaborative reflection 2. Observation practice 3. Postconference role plays
Session 9	1. Introduction to alternative approaches 2. Discussion of supervisory platforms
Session 10	1. Sharing of supervisory platforms 2. Next steps

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OVERHEAD 22A: WORKSHOP GOALS AND AGENDA (4)

GOALS: SESSION 1

Participants will:

1. Become acquainted with one another and understand what the 10 sessions will entail
2. Understand the listening techniques and apply them through role playing
3. Become familiar with the three different feedback approaches
4. Become acquainted with the reflective practice process

WORKSHOP AGENDA: SESSION 1

Workshop 1

1. Welcome, introductions, overview
2. Listening techniques
3. Feedback approaches—introduction (to process and approaches)
4. "What I'll take back" and site practice assignment

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OVERHEAD 22B: WORKSHOP GOALS AND AGENDA (4)

GOALS: SESSION 2

Participants will:

1. Learn and be able to apply the directive informational feedback approach through role plays

WORKSHOP AGENDA: SESSION 2

Workshop 2

1. Feedback on site practice
2. Feedback approaches—directive informational
   - Video segment—reflective process and directive informational approach
   - Role plays—directive informational
3. Group debriefing and site practice assignments

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OVERHEAD 22C: WORKSHOP GOALS AND AGENDA (4)

GOALS: SESSION 3

Participants will:

1. Learn and be able to apply the collaborative feedback approach through role plays

WORKSHOP AGENDA: SESSION 3

Workshop 3

1. Feedback on site practice
2. Feedback approaches—collaborative
   - Video segment—collaborative
   - Role plays
3. Group debriefing, site practice, and observation tool assignments

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OVERHEAD 22D: WORKSHOP GOALS AND AGENDA (4)

GOALS: SESSION 4

Participants will:

1. Understand the variety and categories of observation tools
2. Be able to apply and evaluate the effectiveness of one new tool and become familiar with the use of several others

WORKSHOP AGENDA: SESSION 4

Workshop 4

1. Feedback on site practice
2. Introduce observation tools
   - Video segment—high school classroom: first viewing
   - Choice of techniques
   - Second viewing of lesson
3. Group debriefing of techniques
4. "What I'll take back" and site practice assignments

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OVERHEAD 22E: WORKSHOP GOALS AND AGENDA (4)

GOALS: SESSION 5

Participants will:

1. Learn and be able to apply the self-directed feedback approach through role plays

WORKSHOP AGENDA: SESSION 5

Workshop 5

1. Feedback on site practice
2. Feedback approaches—self-directed
   - Video segment—self-directed
   - Role plays
   - Group feedback/debriefing
3. "What I'll take back" and site practice assignments

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OVERHEAD 22F: WORKSHOP GOALS AND AGENDA (4)

GOALS: SESSION 6

Participants will:

1. Understand the goals and importance of the planning conference and become familiar with its steps
2. Be able to apply and evaluate the effectiveness of a variety of observation tools

WORKSHOP AGENDA: SESSION 6

Workshop 6

1. Feedback on site practice
2. Observations—introduce planning conference
   - Video segment—planning conference and elementary classroom: first viewing
   - Choice of techniques
   - Second viewing of lesson
3. Group debriefing of techniques
4. "What I'll take back" and site practice assignments

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OVERHEAD 22G: WORKSHOP GOALS AND AGENDA (4)

GOALS: SESSION 7

Participants will:

1. Understand the clinical supervision cycle
2. Be able to conduct a planning conference through the use of role plays

WORKSHOP AGENDA: SESSION 7

Workshop 7

1. Feedback on site practice
2. Discussion of reflective clinical supervision cycle
   - Video segment—overview of process
   - Planning conference role plays
3. Group debriefing of planning conferences and site practice assignment

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OVERHEAD 22H: WORKSHOP GOALS AND AGENDA (4)

GOALS: SESSION 8

Participants will:

1. Be prepared to apply the reflective clinical supervision cycle
2. Be able to use and evaluate the effectiveness of additional observation tools
3. Be prepared to conduct a collaborative reflection

WORKSHOP AGENDA: SESSION 8

Workshop 8

1. Introduce collaborative feedback
2. Observation—middle school bilingual class
   - Choice of techniques
   - Second viewing of lesson
3. Group debriefing of techniques
4. Sample postconference role plays for reflective clinical supervision cycle
5. Reflective clinical cycle and alternative approaches assignment

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OVERHEAD 22I: WORKSHOP GOALS AND AGENDA (4)

GOALS: SESSION 9

Participants will:

1. Become acquainted with alternative approaches to supervision
2. Be prepared to create a personal supervisory platform

WORKSHOP AGENDA: SESSION 9

Workshop 9

1. Feedback on reflective clinical observation practice
2. Discuss alternative approaches
3. Discussion of supervisory platforms and assignment

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OVERHEAD 22J: WORKSHOP GOALS AND AGENDA (4)

GOALS: SESSION 10

Participants will:

1. Reflect on colleagues' supervisory platforms and be able to enrich their own ideas through a comparison of perspectives
2. Be prepared to begin thinking through how they will proceed with the knowledge and skills they have acquired during the 10 sessions
3. Be able to provide feedback on the 10 sessions

WORKSHOP AGENDA: SESSION 10

Workshop 10

1. Sharing of supervisory platforms in small groups
2. Next step planning—personal, group, site, and district
3. Workshop reflections, analysis, and feedback

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RESOURCE B

Observation Practice Sheets

TABLE 2.7 Teacher Verbal Behaviors

Time Began: _____

	Information Giving	*Questioning*	*(Teacher) Answering*	*Praising*	*Direction Giving*	*Correcting/ Reprimanding*
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						

Time Ended: _____

Class:_____

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TABLE 2.8 Teacher Questions

Time began:_____

Question Category	*Tally*	*Total*	*Percentage*
Evaluation			
Synthesis			
Analysis			
Application			
Comprehension			
Knowledge			

Total questions asked: _____

Time ended:_____

Class:_____

Date:_____

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TABLE 2.9 Student On-Task and Off-Task Behavior

Time When Sweep Began

Student	*9:00*	*9:05*	*9:10*	*9:15*	*9:20*	*9:25*	*9:30*	*9:35*

Key: *Total:*

A = at task _____

AT = at task with teacher _____

TK = talking _____

P = playing _____

O = out of seat _____

OR = out of room _____

OT = off task _____

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TABLE 2.10 Gardner's Model for Performance Indicators

Elements	*Response*	*Observations*
Logical/mathematical	Yes [ ] No [ ] N/A [ ]	
Bodily/kinesthetic	Yes [ ] No [ ] N/A [ ]	
Visual	Yes [ ] No [ ] N/A [ ]	
Musical	Yes [ ] No [ ] N/A [ ]	
Interpersonal	Yes [ ] No [ ] N/A [ ]	
Intrapersonal	Yes [ ] No [ ] N/A [ ]	
Linguistic	Yes [ ] No [ ] N/A [ ]	
Naturalistic	Yes [ ] No [ ] N/A [ ]	

Class: _____ Time: _____

Date: _____

Source: Gardner (1993).

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TABLE 2.11 Hunter's Steps in Lesson Planning

Elements	*Response*	*Observations*
Anticipatory set	Yes [ ] No [ ] N/A [ ]	
Objective and purpose	Yes [ ] No [ ] N/A [ ]	
Input	Yes [ ] No [ ] N/A [ ]	
Modeling	Yes [ ] No [ ] N/A [ ]	
Checking for understanding	Yes [ ] No [ ] N/A [ ]	
Guided practice	Yes [ ] No [ ] N/A [ ]	
Independent practice	Yes [ ] No [ ] N/A [ ]	

Class: _____ Time: _____

Date: _____

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TABLE 2.12 Johnson and Johnson's Cooperative Learning

Elements	*Response*	*Observations*
Explanation of academic and social objectives	Yes [ ] No [ ] N/A [ ]	
Teaching of social skills	Yes [ ] No [ ] N/A [ ]	
Face-to-face interaction	Yes [ ] No [ ] N/A [ ]	
Position interdependence	Yes [ ] No [ ] N/A [ ]	
Individual accountability	Yes [ ] No [ ] N/A [ ]	
Group processing	Yes [ ] No [ ] N/A [ ]	

Class: _____ Time: _____

Date: _____

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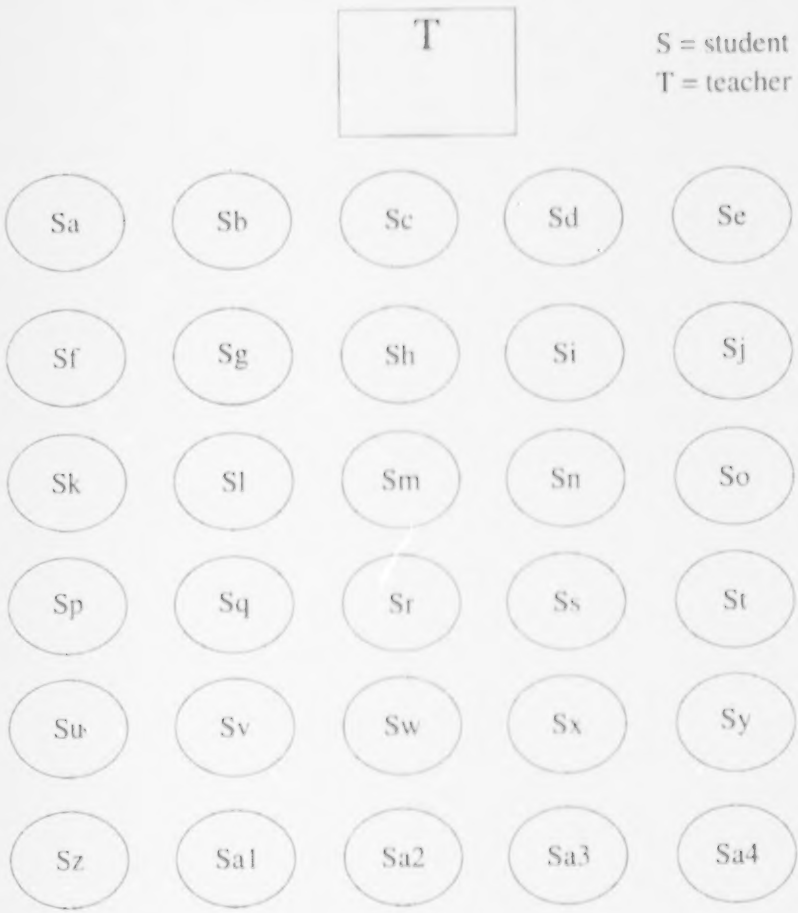
Figure 2.2. Diagram of Verbal Interaction



Class:
Date:
Time:

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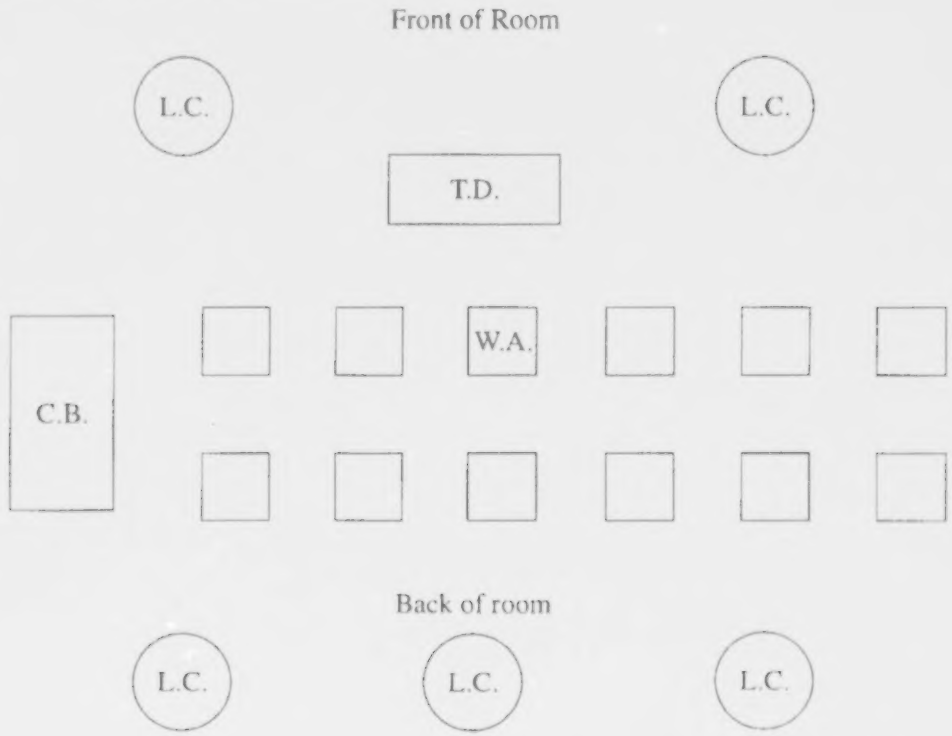
Figure 2.3. Diagram of Space Ultilization



Time:
Class:
Date:

Source: C. D. Glickman, S. P. Gordon, and J. Ross-Gordon, *Supervision of Instruction*, 4th ed. Copyright © 1998 by Allyn & Bacon. Reprinted/adapted by permission.
Key: T.D. = teacher's desk; L.C. = learning center; C.B. = chalkboard; W.A. = work area. Note that, of course, the diagram should be drawn for the room in which the observation takes place.

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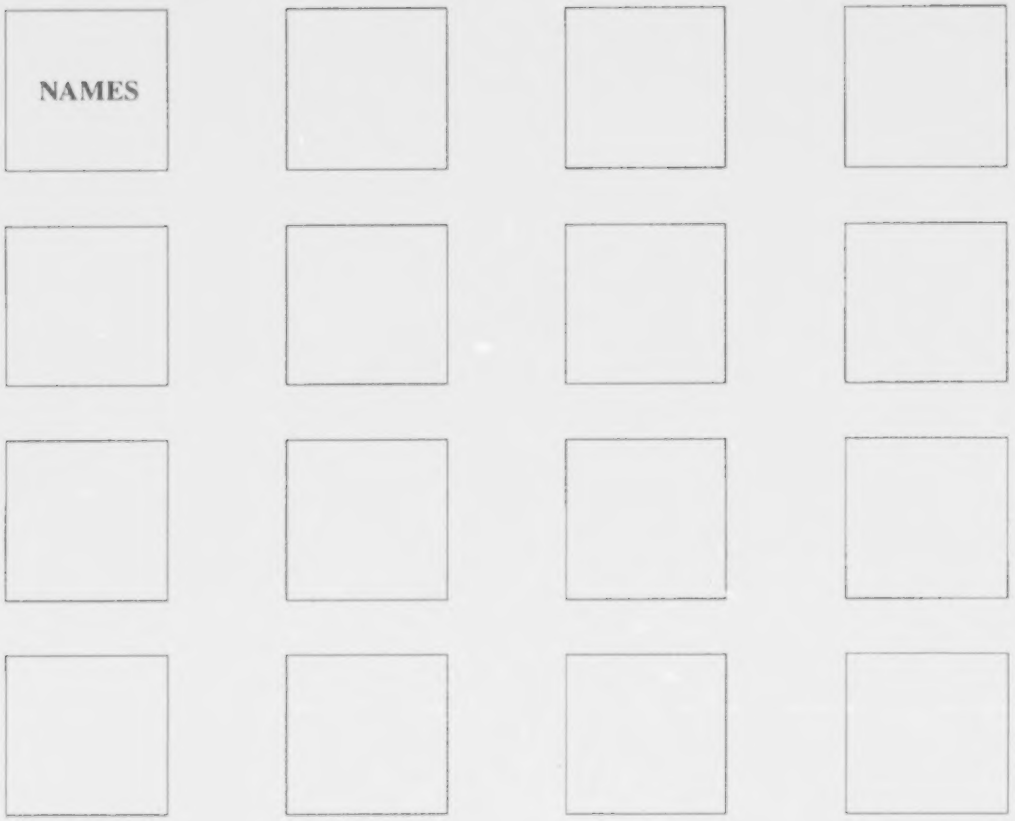
Figure 2.4. Feedback



Key: Pr = prompted; Pb = probed; E = encouraged; O = positively reinforced; D = discouraged

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TABLE 2.13 Teacher-Pupil Interaction

Time Student: _____ Teacher: _____

_____

_____

_____

_____

_____

Class:

Date:

Time:

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TABLE 2.14 An Observation Chart

Nonverbal Technique	*Anecdotal Observations*
Proxemics Standing near student(s) Moving toward student(s) Touching student(s) Moving about room	
Kinesics Eye contact Touching Smiling Nodding affirmatively Open arm movements Frowning Stern look Finger to lips Pointing Arms crossed Hands on hips	
Prosody Varies voice tone Varies pitch Varies rhythm	
Immediacy Responds with warmth	

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RESOURCE C

Feedback Form

SESSION FEEDBACK

Date: _____ Presenter: _____

What I liked best:	Questions I have:
What I would change:	What I plan to do next:

Additional comments: _____

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RESOURCE D

Crib Cards

Listening	*Nonverbal Clues*	*Reflecting and Clarifying*
"Uh-huh"	Affirmative nods and smiles	"You're angry because . . ."
"Okay"	Open body language, e.g., arms open	"You feel . . . because"
"I'm following you"	Appropriate distance from speaker—not too close or too far away	"You seem quite upset"
"For instance"	Eye contact	"So you would like . . ."
"And?"	Nondistracting environment	"I understand that you see the problem as . . ."
"Mmm"	Face speaker and lean forward	"I'm not sure, but I think you mean . . ."
"I understand"	Barrier-free space, e.g., desk not used as blocker	"I think you're saying . . ."
"This is great information for me"		
"Really?"		
"Then?"		
"So?"		
"Tell me more"		
"Go on"		
"I see"		
"Right"		

KEY STEPS—COLLABORATIVE REFLECTION

1. *What was valuable in what we have been doing?*
2. *What was of little value?*
3. *What changes would you suggest for the next cycle?*

Barrier Type	*Examples*
1. Judging	1. Judging
• Criticizing	• "You are lazy; your lesson plan is poor"
• Name-calling and labeling	• "You are inexperienced, an intellectual"
• Diagnosing-analyzing motives instead of listening	• "You're taking out your anger on her"
	• "I know what you need"
• Praising evaluatively	• "You're terrific!"
2. Solutions	2. Solutions
• Ordering	• "You must . . ." "You have to . . ." "You will . . ."
• Threatening	• "If you don't . . ." "You had better or else . . ."
• Moralizing or preaching	• "It is your duty/responsibility; you should"
• Inappropriate questioning or prying	• "Why?" "What?" "How?" "When?"
• Advising	• "What I would do is . . ." "It would be best for you . . ."
• Lecturing	• "Here is why you are wrong . . ." "Do you realize . . ."
3. Avoiding the Other's Concerns	3. Avoiding the Other's Concerns
• Diverting	• "Speaking of . . ." "Apropos . . ." "You know what happened to . . ."
• Reassuring	• "It's not so bad . . ." "You're lucky . . ." "You'll feel better . . ."
• Withdrawing	• "I'm very busy . . ." "I can't talk right now . . ." "I'll get back to you . . ."
• Sarcasm	• "I really feel sorry for you"

KEY STEPS—DIRECTIVE INFORMATIONAL APPROACH

1. *Identify the problem or goal and solicit clarifying information.*
2. *Offer solutions. Ask for the teacher's input into the alternatives offered and request additional ideas.*
3. *Summarize chosen alternatives, ask for confirmation, and request that the teacher restate final choices.*
4. *Set a follow-up plan and meeting.*

KEY STEPS—SELF-DIRECTED APPROACH

1. *Listen carefully to the teacher's initial statement.*
2. *Reflect back your understanding of the problem.*
3. *Constantly clarify and reflect until the real problem is identified.*
4. *Have the teacher problem solve and explore the consequences of various actions.*
5. *The teacher commits to a decision and firms up a plan.*
6. *The supervisor restates the teacher's plan and sets a follow-up meeting.*

KEY STEPS—COLLABORATIVE APPROACH

1. *Identify the problem from the teacher's perspective, soliciting as much clarifying information as possible.*
2. *Reflect back what you've heard for accuracy.*
3. *Begin collaborative brainstorming, asking the teacher for his or her ideas first.*
4. *Problem solve through a sharing and discussion of options.*
5. *Agree on a plan and follow-up meeting.*

KEY STEPS—PLANNING CONFERENCE

1. *Decide collaboratively the focus of the observation.*
2. *Determine the method and form of observation.*
3. *Set the time of the observation and the postconference.*

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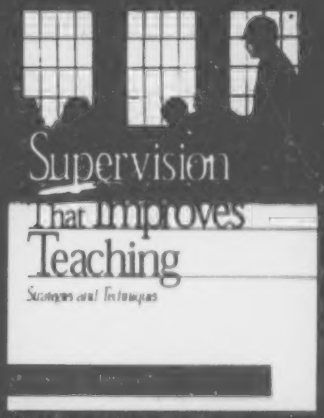

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